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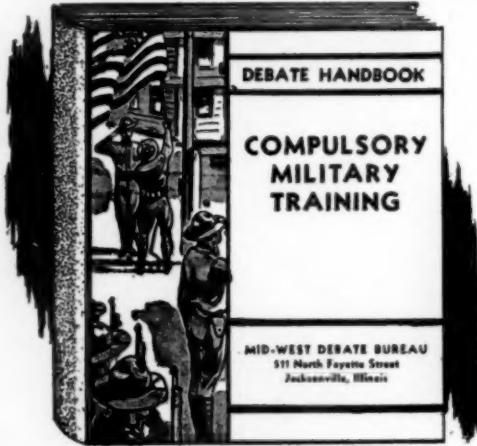
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School Activities

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VOL. XVII, No. 2**OCTOBER, 1945**

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It

Because many an assembly, home room, and other school program this year will center around the war, may we suggest two pertinent ideas that should be reflected at appropriate places.

World War II is NOT over: it is not over for those who return from it maimed in body or mind; not over for those whose loved ones will never return; not over until it is paid for; not over until the multitude of perplexing international, national, local, and personal problems arising out of it have been satisfactorily solved; not over until its main purpose — permanent peace — shall have been achieved.

No one wants the boys and girls (let's not forget the girls) to come home more than we do — but we don't want them to come home until the job has been done permanently. World War II was really only a continuation, the second act, of World War I, which was not finished because the boys came home too soon. This was not their fault, but the fault of those in authority who listened too easily to the popular sentimental clamor "bring the boys home." If, this time, the boys and girls come home too soon, most certainly their sons and daughters will later be called upon to attempt to complete what their parents and their grandparents did not finish.

"Finishing the War", and "Securing the Peace" are two of the topics suggested for American Education Week. Good places for the above ideas.

The twenty-fifth annual observance of American Education week will be celebrated November 11-17, 1945. The National Education Association, 1201 Sixteenth St., N. W., Washington, D. C., has available a wide variety of inexpensive material out of which suitable programs can be built.

Ever and anon comes the question of giving a mark for participation in extracurricular activities — not a total of points, not a certificate, award, or other specialized honor, but an actual classroomish mark, A, B, C, 100, 95, 90, etc. Just recently we had several queries on this subject. No, we don't believe in such marks. Reasons? There are a number, but these four will do: (1) the practical

impossibility of accurate marking (what would a "flunk" in football, band, dramatic club membership, presidency, etc., be, and would it be eradicated by a repetition?); (2) the possibility of the development of "grade-grabbers" in extracurricular activities; (3) an extraneous motivation where none is needed or desired; and (4) the danger of formalization, making an activity a "course to be passed," etc. We'll stick to the usual honor awards.

According to a recent Gallup Poll, 45 per cent of Americans gamble. Of those interrogated, the methods and percentages ran as follows: numbers, 7; horse races, 7; punch boards, 15; slot machines, 16; elections and athletic contests, 17; cards and dice, 20; and the greatest number of gamblers "are involved in playing old-fashioned church lotteries or bingo parties." Only 15 per cent claimed they made money.

Because punchboards and slot machines are commonly played by young people, why not ask your chief of police to work up an appropriate assembly program, actually demonstrating with confiscated punchboards and slot machines how they "gyp"? Be sure to allow time for him to answer written questions passed up following his demonstration.

If you are not already receiving the "Consumer Education Series" published and distributed by The National Association of Secondary Principals, 1201 Sixteenth St., N. W., Washington, D. C., by all means order it. Six of these pamphlets (25 cents each, with liberal discounts for two or more copies) have already been issued, and ten more will appear later. They are suitable for use in class, home room, discussion group, and other school settings. These attractively written and illustrated booklets, on interesting, practical, and varied topics, will intrigue almost any secondary school boy or girl.

Increasingly, schools are providing insurance for their pupils both in athletic and non-athletic activities. In a few states such insurance for athletes is now mandatory. We'd like to publish two or three articles reflecting actual experience with these plans. Can you help us?

Junior Town Meeting

AFTER a year's experience with a weekly series of Junior Town Meetings presented in high school auditoriums, we are thoroughly convinced that this procedure has great possibilities in developing among high school students an interest in the important problems of the times in which we live and an understanding of the best way to discuss those problems. I said high school students, but I do not mean that students either above or below such young men and women in their school experience cannot profit by the same method.

Pupils in Grades 7 and 8 have used it with complete success, and the writer believes that many pupils in those grades can handle it advantageously. Care needs to be used not to ask pupils of any grade to attempt the discussion of a subject about which their knowledge and experience has not given sufficient basis for intelligent consideration. There is hardly anything, however, which a general audience of any age could talk about intelligently that could not be considered by a high school audience, at least in their last two years' membership in the school.

The Junior Town Meeting has at least three distinctive merits that do not apply to other forms of public expression.

(1) It offers opportunity to present both sides—all sides, if there are more than two—of the question under discussion. It does not have to be a "yes-or-no" question. A high school class in United States History or Government would surely find it interesting to discuss who should be elected President in 1948, and surely more than one person other than Mr. Truman would be suitable to be brought into such a discussion. The consideration of the desirable policy for our government to pursue in regard to international aviation after the war might range from the adoption of one "chosen instrument," such as Senator McCarran has advocated, to complete freedom of competition with no regulation other than necessary for national defense.

(2) Within the range thus indicated, individual speakers are free to express their own points of view without having to line up exactly with that presented by any other speaker. In a formal debate the two or more speakers on a side must agree on all essential

R. O. HUGHES, *Director of Citizenship and Social Studies, Pittsburgh Public Schools, Pittsburgh, Pa.*

items in their argument, and there is little room for the concession and compromise which in practice often is necessary to agreement upon anything. In the Junior Town Meeting no one is obliged to argue for or against his own convictions in order to get a place on the team as is too often the case in formal debate.

(3) The Junior Town Meeting brings the audience into the discussion of the topic, not merely those who for one reason or another have been chosen to sit on the platform and offer prepared remarks on the subject.

The Town Meeting procedure must not be looked upon as exclusively one for presentation in a large auditorium or before an audience of considerable size. It is definitely suitable for the treatment of a topic that forms the basis or substance of a single class assignment. Naturally there are some matters which are not open for discussion. There can be little disagreement among intelligent people as to the result from the addition of 2 and 2, or as to the effects produced when two chemical elements are brought together. But the merits of some work of literature, the reasons why some historical character acted as he did, or the proper policy to pursue in dealing with a current problem are examples of questions that readily lend themselves to Town Meeting discussion and about which the truth will probably be more nearly approached through such discussion than without it.

If a formal public program is to be given using the Town Meeting method, discussing the question in a session of a class in the field with which the topic is primarily concerned may be one of the best ways to introduce it and find out what phases of it most deserve to be brought into the later discussion by those who are finally selected to introduce it to a public audience.

In Pittsburgh we were particularly fortunate during the school year of 1944-45 in

finding a local radio station, WWSW, which has been pleased to carry our weekly programs. It has run lines into the schools, where the program has been presented week by week, and has provided in the school auditoriums the "roving mikes" by which a questioner in the audience, during the question period which forms the second half of the typical program, can be heard not only by the persons actually present but by the listening audience outside. We have enjoyed, also, the sponsorship of the Pittsburgh morning newspaper, the *Post-Gazette*, which has assigned to the work one of its reporters who herself has felt a keen interest in this kind of activity, and has given extensive and accurate reports of the major features of the various programs.

If a particular community does not have both of these extremely valuable public servants, it will at least have a local newspaper. If it is not feasible to have the program given in a school auditorium and carried over the air from that location, there may be situations in which the question may be discussed in the studios of the radio station, with a group of questioners taken to the studio along with the speakers who present the prepared part of the program.

As to the actual handling of the presentation of a public program itself, there are many advantages in having one Moderator who regularly presides at the presentation of the programs week by week or whenever they occur, especially if he is a person who has had sufficient contact with pupils of the age of the speakers to understand what can be expected of them and what means of securing responses are most effective. In some cities where regular series of programs have been held, however, community leaders interested in the schools have served successfully as guest moderators for single programs. At least, it is well for some one person to have a general oversight of a series of programs, so that there may be reasonable uniformity in the procedures used and suitable advice given in advance when occasion may require it.

One valuable result from the development of the Junior Town Meetings which might not have been foreseen in advance has been their service in the field of public relations. Where it has been possible to have a presentation or sponsorship by a radio station or a newspaper, patrons of the school have been able to appreciate some, at least, of the activities carried on in their schools and to form

some opinion as to the quality of the training for citizenship offered in the schools. Kiwanis clubs, Lions' clubs, and corresponding meetings under the auspices of churches or other organizations have found it interesting and informing to invite as guests high school speakers who have discussed a live subject already at a Junior Town Meeting and are willing to present their discussion a second or third time before an audience that is interested in the schools and in addition is glad to hear pupils talk about subjects of general significance.

To this discussion of our Junior Town Meeting one may properly add a word in regard to the Junior Town Meeting League. It came into being during the winter of 1943-44, under the leadership of a number of people interested in active educational work and in the publication of current events magazines. The headquarters of the Junior Town Meeting League are at 400 South Front Street, Columbus 15, Ohio. Any letters sent to that address asking for information or advice will receive courteous and helpful treatment. There is no charge for such assistance. The League has published a pamphlet entitled *Make Youth Discussion Conscious*, which tells about the League and offers practical suggestions for carrying on the discussion method, either in the form of a Junior Town Meeting or less formally. Much of the advice given in this pamphlet will be helpful in making discussion in classes fair and effective, as truly as if it were taking place on a more formal occasion.

If the promotion of an intelligent democracy in this country is one of the most promising means for its defense and permanence, such a movement as that which the Junior Town Meeting represents deserves enthusiastic support from all who are interested in the welfare of our country. There are those who do not realize how large a part of our junior and senior high school population do think seriously about many questions which adults sometimes look upon as solely within the range of their own interests. The experience of the writer has led him to believe that the typical student at that stage of his progress will, if he is given the opportunity to acquire the necessary knowledge and experience, rise to meet successfully most of the occasions which he will be asked to face. Anything which will do that and will make it easier for the schools to tell the public what they are doing is certainly worth their support.

"Ganging Up" on Poetry

OF PARAMOUNT importance to the modern high school youth is "the gang." Our Sarah Janes and Billy Jos meet at the down-town drug store at the close of the school day; they go in cliques to the pep rally; they organize in secret groups; they go on bunking parties; and they "gang" up on a disliked teacher or school official. A whole group may accompany Mary when she goes to ask the Dean of Girls why they can't wear slacks to school. The gang idea is as important to the high school lad as is the desire for achievement to the adult.

The gang affords protection, and these boys and girls, no matter how blasé they may appear are a bit fearful on the inside. Everything seems uncertain to them. This constant uncertainty is frightening. They know they look grown-up, but they don't feel that way. This inner uncertainty, as actual as the change of the growing lad's voice, makes these individuals feel dependent on the gang for assurance, approval, and moral support.

The Speech Choir at Hickman High School in Columbia, Missouri, is in a sense, a gang—a big gang with a lot of fine tradition behind it. This gang, one hundred strong, joins together in the interpretation of the best modern poetry, in putting on peppy skits for the homecoming assembly, in the production of a patriotic pageant or the traditional Christmas Assembly with its cathedral setting. They present an original production supporting the passage of a new constitution, or they read the scripture for an Easter Sunrise Service. Whatever the nature of the program, the whole gang is there, not because of compulsion but because of the thrill of participation.

This crowd is not a group of mal-adjusted individuals. They have among them the school's outstanding athletes and student officers. The president is frequently the football captain, and oftentimes a large number of the supposedly "bad" boys are in it, getting recognition in a legitimate way. I mention this fact because I have heard teachers of speech say the boys in their school would not engage in such an activity for fear they would be considered sissies. Last year in our choir we had the football co-captains and several of the team, as well as the basketball captain and several members of that team. We had the student body president

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*Assistant Principal
Hickman High School
Columbia, Missouri*

and vice-president. The senior boy who was president and led the choir was a member of the football team. This group is made up of red-blooded individuals who give themselves wholly to whatever activities they undertake, whether on the football field or on the auditorium stage.

Youth at times likes to be gay and noisy, and again it prefers to be serious and to deal with high thoughts. So this gang at Hickman may read Lindsay's "Simon Legree" with ingenious sound effects, or Benet's "Jesse James" with its roll and galloping rhythm, or they may read Chesterton's "Hymn" with a majestic musical background, or Johnson's "Creation" with its beautiful Bible story. They may razz and bury the Jay-Bird in a homecoming assembly, or they may read with patriotic fervor poems from Coffin's "American Primer" for the Rotary Club. Whatever this gang does they do it with the same fire and spirit that one sees in the bright gold smocks that they wear.

This verse choir is instructed in regular class periods by their speech teacher, but on most public performances it is directed by a member of the group. During the last year, as I have said, the president, a senior boy, was the student leader. I don't believe many football captains or cheerleaders ever had more fun and thrill than he did. Were not all eyes focused on him for the signals, for mood and for inspiration? Yes, and they had confidence in him; they liked him.

As I have suggested, the reading is not all unison work. Solos constitute an effective part of our verse choir. Students compete without fear, for these solos, just as they might for a part in a play. And there are major solos of many lines and minor solos of shorter length. Even if the solo is just one line, the reader knows he must come in exactly at the right moment and with the right interpretation. He likes that responsibility.

Here is teamwork of the highest order. Members learn that one blank mind or wooden face may destroy the efforts of the other ninety-nine. They learn that the

whole choir suffers if a soloist goes on a day-dreaming jaunt. They know that poor timing on the part of a few will make their reading have a feather-edge quality. So this gang pulls together because they have pride in their work—a pride based on achievements of past groups and a pride in doing a superb job.

A speech class of thirty members may spend all its time developing a two-man debate team, or producing three or four readers to go to a state contest to compete for medals. These activities are worthwhile, but do not seem to be worth the time of the entire class. They can be done mainly as extra-curricular projects. We had these activities before the war, but we also had our verse choir. Of course, we have the regular units of a speech course in the class, and many of these, such as voice and diction, oral interpretation and dramatics, tie directly into the development of a speech choir.

I know of no way in which one may get as much speech training to as many people in the same amount of time. After a program at a local college, a teacher of Speech commented on the large variety of voices and the splendid interpretation of individuals as well as the group. I was delighted when she said, "I can't think of any other way that could be done."

But more important to me than the speech training is the acquaintance this gang is making with good literature. I heard one of the second-year boys explain to a first-year student as we were beginning to work on a poem of a more serious and subtle nature, "You'll learn to like this type of poem. I didn't like a poem at all at first unless it had a lot of roll and rhythm like the Congo, but now I like this kind, too."

Since a speech class handles a huge amount of material during the year, I believe it is highly important that it be of some consequence in nature. No matter how excellent the interpreter, you can't make good literature out of most of Madam Blank's contest readings any more than you can make a "silk purse out of a sow's ear." During a year's work you may lead a choir through the interpretation of ballads with sound and fury to the handling of materials with deep meaning and beauty. An illustration of this point may make it clearer.

Last fall I ran across Robert P. Coffin's book entitled "American Primer." I liked the beauty of the lines and the wealth of "Americana" in its pages. Coffin describes

the early school masters, the "Golden Friday Afternoons," the covered wagon trails, the achievement of men like Tom Edison, and sets forth artistically the staunch ideas of the American pioneers. A few lines from his poem on Schoolmasters will illustrate the quality of the material:

*America was forests
America was grain
Wheat from dawn to sunset
And rainbows trailing rain.*
*America was red men
With eyes full of the sun
But America was schoolmasters
Tall, one by lonely one."*

And although he is dealing with a period as old as our own America he couches it in delightfully fresh terms:

*"Golden Friday afternoons
Were when our nation grew
When boys spoke pieces at the school
The new world rooster crew."*

Our choir had been invited to present a program at an assembly of a local college. I knew that I could take this material and by writing a few connecting lines make an interesting production. With vigorous enthusiasm I arranged the poem into a sort of chorale drama and named it, "We Sing America." Four readers and Uncle Sam costumed in brilliant red and white and blue, along with a vocal duet, "My Own America," were to weave the poems into a unit. I knew the red, white and blue would look pretty mixed with the gold smocks of the choir. Then suddenly the thought came to me that this material concerned a period far removed from the experience of these youngsters. While my mother had reveled in these poems as I read them to her, this high school gang might be entirely too sophisticated to like them.

With a degree of timidity I presented the material to the class, saying to them that I realized that it dealt with material outside their experience. But I also suggested that unless we understood the pioneer background of our country we could not fully appreciate America.

The result was amazing. They liked it. They spent days "trying out" for solos. And after we had worked on it for about two weeks the most sophisticated, the most glamorous girl in the high school whispered in my ear as she left the room that she thought

(Continued on page 68)

Themes for the All-School Show

THE article on "The All-School Show" in the September issue spoke of themes around which a variety show can be built. As was stated, a theme or central idea is not a requirement, but it will add interest to a talent show. In addition, a changing theme will make an annual performance appear to have much greater variety than is ever actually available in any one school. After all, the kinds of acts suitable for such a presentation are more or less limited in number, and any device which will create the feeling of newness and originality adds just that much to audience enjoyment.

In choosing a theme, it may be helpful to consider several devices which have been proved successful. The following themes have been presented in two high schools and have lent themselves well to set design, costuming, and selection of music.

"Aladdin and His Lamp" gives the opportunity for the rubbing of the lamp to call up any kind of act available. The setting can be quite simple — for example, the entrance to a cave, above which Aladdin and the Genie may stand, and out of the mouth of which the various acts may be called. Very little spoken continuity is necessary with this idea. In fact, a minimum of spoken tie-together is a definite objective in this type of show, as it is at

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best likely to be a weak and relatively uninteresting part.

The old and rather trite "Melting Pot" can be quite effective with a large map of the world as a backdrop, a three-dimensional papier mache' pot big enough to hide the waiting actors in turn, and Uncle Sam with a huge spoon to stir the mixture and bring up the steps inside and over the rim acts representing various countries in the world. A "United Nations" theme could be similarly worked out.

Scheherazade can tell her tales (acts) before any kind of oriental scenery, from palace to street scene, to save her life by holding the interest of her lord and master in an "Arabian Nights" sequence.

A magazine playing upon the school name for a title makes a flexible theme. The setting can be an oversize cover design from behind which the performers step. Each feature of any popular magazine may be duplicated in a series of acts which can follow a pattern like this: an opening ad (like that inside the cover), a news event, a love story, jokes (quick blackouts, perhaps), advice to the love-lorn, letters from readers, cooking and health departments, cartoon page, movie reviews, thriller, music notes, advertising pages, tail piece, etc.

A theme which worked out unusually well was one using a huge calendar as the setting. The numbered section was cut out, and theatrical gauze was stretched in the opening. After this was painted white and the numbers a darker tone, strong lights upon it



Set for "Shoe Shop" Theme

from the front made it opaque. As each act was introduced, these lights were turned off for a few minutes and lights behind the gauze were turned on to show through the now transparent screen a tableau appropriate to the day of the calendar month or the holiday being used as the basis for the act. As the lights were reversed, the performance went on and the next tableau was quietly arranged back of the gauze.

A "Shoe Shop" idea was quite successful. The setting, shown in the accompanying picture, was a large, well-worn shoe, made into a shop by the addition of roof, chimney, windows, sign, and steps. The steps served the double purpose of risers for chorus groups and a place to arrange the massing of the entire cast for the finale. A song was sung by a girl at one of the windows also. The program was opened by the Shoemaker himself singing "The Cobbler's Song." The animated boot below the "Shoe Shop" sign was hung there by the Shoemaker's Apprentice to herald the part of the program called "Shoes Made in America." He changed these removable signs for each section of the performance, hanging up animated cartoons similar to this one and representing different kinds of shoes. Some of them were "Baby Shoes", "Black and White Shoes" (for a two-piano number),

"Hiking Boots", "Ballet Slippers", "Moccasins", "Tap Shoes", "Bedroom Slippers", "Fishing Waders", "Gym Shoes", etc.

The September article also mentioned the possibilities of dressing up the single setting by the use of rather simple set pieces, large enough to look well in front of the main set but small enough to be put in place quickly and easily. One of these is shown in the photograph of the boat used for a number in front of the shoe. The boat was mounted on two children's wagons, which made it easy to roll on and off and which gave the singers something to stand upon as the boat came and went.

"Light" makes an inexhaustible theme. There is everything from candle light to starlight and from neons to ship's lanterns to draw upon. There are many more kinds of lights than can possibly be squeezed into a single evening's plan.

Perhaps the school has an emblem which can itself suggest a theme. For example, a school for which the knight is the emblem used the exterior of a gray stone castle with a small fountain and living flower garden (pots set closely together behind a very low coping) as the setting, and built its show around the continuity provided by the Knight, the Lady, and the Page who lived in the castle. Their curiosity about other lands and peoples was satisfied by the things shown to them by old Merlin.

A pretty setting of a quaint, old-fashioned weather vane of tin, the magician, the kind where little figures come out of two doors in a small house, one on either side of the thermometer, to show clear or cloudy weather, was used for a "weather" theme. The Weather Man hung out printed signs for "Sunny", "Fair and Warmer", "Blue Skies", "Chilly", "Tornado", etc., and



Set-Piece of Ship for "We Joined the Navy to See the Sea"

ran the adjustable red strip in the thermometer up to the very top for "Hot."

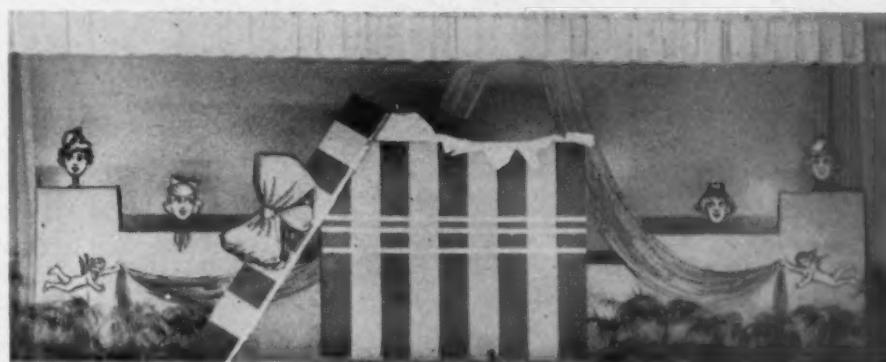
For the theme "Color," a rainbow spanning the back drop was used, arching above a semi-spherical globe showing a polar projection map. These two were enlivened by the addition of metallics in narrow strips between the stripes of the rainbow and in the areas of the colored sections of the map. At either end of the rainbow concealed colored baby spots shone on two revolving mirror balls. Artificial grass and palms across the back of the floor gave unity to the set. After "Over the Rainbow" as an opening number, acts were grouped under eight heads: Red, Orange, Yellow, Green, Blue, Purple, Colors of the

Allied Nations, and Red, White, and Blue.

Shown in the illustration herewith is the setting for a "Hats" theme show. The hat box was beaver-board striped dark blue and chartreuse, with strips of silver metallic paper and topped with a bow of scarlet rayon taffeta. Sheets of white wrapping paper served as the "tissue" at the top of the open box. In the background a platform and a flight of steps used for entrances were concealed on either side behind the pale, robin's egg blue wall showing the four millinery stands. These stands carried modeled papier mache heads about two feet tall topped with hats made of crepe paper and odds and ends. The cupids were painted on the wall. The long drape was cheesecloth, dyed scarlet to match the bow. A "Buttons" was the little boy who introduced each act by rising out of the top of the hatbox and placing on the head of a live model beside him the hat appropriate to the next act. The two were posed behind the lowest part of the tissue paper lining and stood on a small platform concealed high behind the box. They also sat there out of sight during numbers. A small spot attached to one of the borders picked them out between acts. Some of the hats used were: "Cowboy Stetson", "Baby Bonnet", "Skating Cap", "Beanie", "Mantilla", "Baseball Cap", "Top Hat", "Sunbonnet", "Night

Cap", "Picture Hat", "Sombrero", "Overseas Cap", and "Helmet."

Perhaps these themes will be suggestive of some appropriate to other schools or situations. At any rate, if a straight variety show set-up has been used before, the central theme idea will at least be a new approach and may give fresh impetus to the work of a director, committee, and cast, who may be tired of presenting shows in the same old way. However, no matter



Set for "Hat" Theme

how intriguing working out a theme may become, it should be emphasized again that more amateur performances are spoiled by moving too slowly than by poor quality, and by being too long than too short.

Read the Classics

Read mystery stories, war stories, popular stories — what you will. They all have their value in contributing to your literary needs; but, when you find your zest for these waning, don't blame literature. Waiting for you on the shelves of any public library, if not on your own, are masterpieces you have perhaps forgotten. Try Dickens, or Scott, or Eliot, or Thackeray — but don't overlook Thomas Hardy. He gives you Nature as a protagonist — a power beneficent or malignant as elected by the human characters; he gives you meadows and woodlands as steadfastly enduring while human caprices threaten the serenity of human life. Then ask yourself if the realism, as expressed in today's novels, does not fall far below the standards established by the great writers of the past.

—William Dana Orcutt

What then is right with American youth today? He is a better man physically than was his father in 1917. He is the best educated soldier the world has ever known. He is patriotic. He is ready for the air age. Youth is doing a good job today. He will have to do a far better job tomorrow.—Henry J. Hill, superintendent of schools, Pittsburgh, Pennsylvania.

Compulsory Military Training for American Youth

RESOLVED: That Every Able-Bodied Male Citizen of the United States Should Have One Year of Full-Time Military Training Before Attaining Age Twenty-four.

Following a pattern that was set in 1944, when the national high school debate subject was "Reducing the Voting Age to Eighteen," the persons in charge of naming the annual debate topic have again selected a subject that is of personal interest to high school students. The boys are interested because the adoption of such a plan would affect them directly. Their future educational plans would be altered immediately by the passage of the legislation called for by the affirmative proposal in this year's debate topic. Plans for employment and establishing a life career are dependent upon the disposition that is made of this plan for compulsory military training.

Girls are likewise affected. They, too, will have to adjust their plans to meet changing conditions, if all young men are required to take one full year of military training before attaining age twenty-four. Such a plan may alter considerably the system of higher education for both men and women in the United States during the next several decades. Military training may even tend to raise the average age of marriage, and so it will have an effect upon the lives of most of the girls who will be debating this subject during the coming year.

When the high school debaters of 1945 tackle the problem of compulsory military training for all young men, they will be discussing a topic in which they have a real interest. Those topics that are of interest primarily to students of national and international affairs were passed over this year, to select one that is not only of interest to the nation and its future system of national defense, but also to the very students who will be debating the problem. This year the debater will find greater personal interest in the subject than was the case in such topics as an alliance between Great Britain and the United States or in Reconstituting the League of Nations. Although high school students did have an interest in the problems mentioned above, the final decision of the nation upon the problems will not have as personal an effect upon their lives as will

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be found in the case of this year's subject. We may say, therefore, that the high school debaters this year will be discussing a subject that intimately affects them in the very near future, and they will have a real personal interest in the outcome of their contests. Each debate will be more than a mere forensic contest. It will be a clash of arguments over a problem vital in the lives of each debater.

At the very time when the debater begins to make preparations for the initial work of the debate season Congress is discussing the advisability of adopting a permanent system of peacetime conscription in the United States. With the close of the war with Japan, it becomes necessary either to adopt a new plan of peacetime conscription or to allow our present Selective Service system to go out of existence and to revert to the plan of no military conscription, that we had before 1940. In June, 1945, the War Department recommended the adoption of a peacetime military conscription system and the proposal received the endorsement of the House Committee on Postwar Military Policy by a vote of 16 out of 22 members.

If the debater is worried lest there will not be a clash of opinion regarding the adoption of a plan of compulsory military training, he should soon realize immediately that this is not the case. The immediate adoption of such a plan is urged by all branches of the armed services, the Department of State, the American Legion, the Veterans of Foreign Wars, and the United States Chamber of Commerce, to mention only a few influential groups. Opposing the proposal we find the A. F. of L., the C. I. O., and the three leading farm groups — the American Farm Bureau Federation, the National Grange, and the Farmers Union. Representative church and educational groups of all types have gone on record as opposed to the plan of compulsory military training. The proponents and the opponents of the plan are so interested in the proposal that many of them have published materials presenting their positions on the problem, that may

be had by sending a request to their national offices.

Of interest to affirmative debaters should be the moves, in and out of Congress, to postpone the final decision regarding compulsory military training. Even though the Gallup Poll showed 69 per cent of the American people favoring the adoption of the plan in July, certain willful groups are attempting to postpone the final vote. What appears to be an honest attempt to allow the public to express its views upon this problem, however, is the proposal of Representatives Taylor of New York and Smith of Wisconsin and Senator Butler of Nebraska that a referendum be held in all states in 1946, asking the question: "Do you favor the passage of a law by the Congress . . . to compel one year of military training for young men in time of peace?" Although it is admitted by the sponsors of this bill that it would put off the decision, they claim that the matter is too important to be "hurriedly resolved."

THE LEADING BILL IN CONGRESS

The leading bill in Congress calling for compulsory military training is the May-Gurney Bill. This proposed legislation has the support of the American Legion and other organizations favoring the plan, and in most of the important provisions it coincides with the affirmative proposal in this debate question. The May-Gurney bill provides that all male citizens shall become subject to one year of military training upon attaining age eighteen. Provision is made for deferring this training for as many as four years, and a boy graduating from high school at age seventeen could start his training with his parents' consent. When the training is completed, boys will remain on the reserve list for six years, but cannot be called for military service unless Congress declares a national emergency.

The extent to which compulsory military training is favored by the different groups of Americans is illustrated by some of the polls of public opinion that have been conducted this year. On July 18, 1945, the Gallup Poll found 69 per cent of the people favoring the plan. This figure is in direct comparison to the 39 per cent who favored in a poll conducted by the same organization in 1939. The National Opinion Research Center of the University of Denver found that the percentage favoring the proposal had dropped from 79 per cent in 1943 to 72 per cent in 1945. Polls taken

by the War Department among soldiers overseas showed that 66 per cent favored the proposal.

The interest of the United States Chamber of Commerce in this proposal is indicated by a vote of 2,283 to 183, favoring the provisions of the May-Gurney Bill.

ARGUMENTS FOR ENACTMENT NOW

The War Department has pointed out that there is a need for training that will take up a year's time because they wish to train men for participation in combat teams or service units. This type of training takes more than the few weeks or months that were required to train individuals for service as replacements in units during the past war.

Action upon the problem of compulsory military training now is desired for the following reasons:

1. The decision should be made now while our utter unpreparedness at Pearl Harbor and at the opening of the war is fresh in the minds of the people. If we wait, there is apt to develop a feeling of pacifism that would make it difficult or impossible to enact such legislation.
2. The armed forces now have large quantities of equipment that could be used if we adopt compulsory military training, but this equipment will have to be destroyed or sold if we do not have use for it.
3. If the plan is adopted immediately, some authorities feel that there will be a rush of young men to volunteer, and thus the soldiers who have seen service overseas will be relieved from their duties of policing the captured countries.

DO WE NEED A MASS ARMY?

In spite of the arguments of some people that our country needs a small mechanized army, authorities have pointed out that large numbers of men should be trained. Instead of waging modern war with a small corps of technicians operating gigantic instruments of destruction, we will need an entire army for service of supply to keep the mechanized army in operation. General Eisenhower wrote as follows on this point: "In spite of all technological advances, numbers are vitally important in war."

The testimony of army leaders seems to defeat the argument that what is needed is a small highly trained army. The vast numbers of highly skilled men who are

needed to service and supply a modern army eliminates from consideration the possibility of relying entirely upon a small mechanized army.

A second argument against establishing a small but highly technical army is the complexity of modern warfare. The amount of training needed to operate radar or repair an intricate torpedo, when compared to a soldier in the Revolutionary War, might correspond to the difference in schooling of a man who reached only the third grade in 1850 and the college graduate today. In modern warfare, just as in modern life, a longer period of training is necessary.

The need for compulsory military training becomes apparent from a study of the pattern of the next war. Military authorities feel that the enemy will concentrate all initial attacks upon the destruction of communication and transportation systems from the air. Speed in mobilization will be our greatest defense against such a thrust, and this speed can best be secured by having an army trained by compulsory military training.

In the last two wars the aggressors have made the mistake of attacking countries close to their borders first, and of allowing the United States to have all of the time necessary to set its system of preparation in order. The next aggressor will not make this mistake, but rather will utilize its air power to knock out our communications system and thus our power to resist attack. It seems as if the only way to defeat such a future plan of attack on our nation is to be prepared.

STANDARDS FOR SELECTING A DEBATE TOPIC

The debater should be aware of the great care that must be taken in the selection of a debate topic that will be used by high school debaters over the period of a school year. Since any topic that is to be discussed for so long a time in practically all of the high schools of the nation must meet certain standards, we will list the six basic requirements of any national debate topic:

1. The subject must not be one-sided.
2. Proof must be available for both sides of the question.
3. The question should be one of timely interest, not only to the debaters but to the general public as well.
4. The question must be of such a nature that its discussion will stimulate the

student debaters to search for new evidence to be presented in establishing their side of the case.

5. The question must be satisfactorily phrased and stated in the affirmative.
6. The question for debate must be stated in clear and definite terms that can be easily defined.

It is readily apparent that this particular debate topic does meet the six standards listed above. The first requirement is easily met because this topic is certainly not one-sided. The sharp division of public opinion and the great amount of discussion of the problem in magazines of national circulation show that the nation as a whole is not certain whether we should or should not adopt the proposal. While it is true that public opinion polls showed about 70 per cent of the American public in favor of this proposal in June, 1945, the subsequent end of the war and the use of the atomic bomb have caused a great many people to doubt the wisdom of this proposal although they favored it less than three months ago.

There can be little doubt that this subject will stimulate the debater to work hard in securing additional evidence. Changing world conditions and the continued discussion of this problem in Congress will cause many changes in opinion, and the uncovering of new material that must be understood by the debater. If we apply the six standards of a debate topic to this question, we will reach the conclusion that the topic meets the standards admirably.

ANALYZING THE AFFIRMATIVE CASE

The first task of the debater who is starting the preparation of a new debate topic is the reading of the basic literature that has been published upon the subject. Among the more important items are the articles appearing in current magazines. Especially should the debater read the opinions of educators, army officials, and the American Legion — since they present differing points of view. The testimony before the Woodrum Committee should be included in this initial reading. This should be followed by the making of an outline of the more important points on both sides of the discussion in order to determine the points of strength and weakness for both teams.

One of the most effective methods of analyzing the affirmative case is to formulate a series of questions about the topic

and then to make an honest effort to answer these questions. When this is done, the debater will have taken one step toward analyzing his side of the case, assuming, of course, that the questions are basic to the debate topic. Typical questions that might be included for answers are: (1) Must the affirmative present and defend a complete plan for compulsory military training? (2) Will this system of compulsory military training allow a boy to count attendance in colleges where military training is taught as his year of full-time training? (3) Does the negative team have to present a plan for the defense of the nation that is superior to the proposal of the affirmative? (4) Can men be trained for civilian jobs during the year of military training or must all of the time be spent on the military? These pertinent questions are the type that the debater should be able to answer while making an analysis of the affirmative case.

In making a study of the present question, certain points should be kept clearly in mind. One is that this question calls for a permanent system of compulsory military training in times of peace. Thus many of the arguments advanced for military training in 1940, when Germany was successful in her drive against France and the involvement of the United States in the war seemed imminent, will not apply today. The arguments for a plan of compulsory military training this year cannot be based upon immediate necessity, but must be part of a long-term policy.

DEFINITION OF THE TERMS OF THE QUESTION

By the term *every able-bodied male citizen* we mean every young man who is a citizen and enjoying the protection of the government of this nation. *Able-bodied* describes the physical, mental and moral qualifications of the young man subject to training. It excludes physically handicapped from training just as those who are mentally and morally unfit for service would be excluded.

When the word *should* was included in the question it implies that the affirmative team must show that the adoption of their proposal for compulsory military training is either desirable or necessary, or both. It is not necessary for the affirmative to prove that their proposal will be adopted, but they must present their case in such a manner that the action appears to be desirable and thus *should* be adopted.

The length of the period of training, and to a limited extent the type of training to be given, is indicated by the term *one year of full-time military training*. Any plan that calls for less than one year of training does not meet the affirmative requirements on this question. *Full-time* has been included in the question to exclude from consideration part-time schemes such as R.O.T.C. in colleges and universities. Some authorities even feel that this term excludes from consideration such plans as are being used in Russia and Switzerland, in which the trainees attend camp for four summers to make up a full year of training. If the terms *full-time military training* are used together, we see that any plan that combines college or high school study with military training cannot be presented by the affirmative.

The term *before attaining age twenty-four* definitely places an upper limit upon the period of receiving the training. The May-Gurney Bill calls for allowing boys to begin their training at age 18, but if they have graduated from high school and have their parents' consent, they may start the training at age seventeen. In any event, they must have completed the training before they reach age twenty-four, according to the wording of the debate topic.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA The dilemma is a method of strategy used in debate for the purpose of placing before your opponent a question that may be answered in one of two ways. It is a method of directing the debate so that you can force your opponent to take a stand on vital problems in the debate. In order to use the dilemma effectively, the question should be carefully worded so that the opposition can give their answer in only one of two ways. The strategy lies in asking the question in such a manner that either answer may be detrimental to your opponents case. If properly used, the dilemma is one of the most effective types of strategy that can be used in a debate contest.

SAMPLE AFFIRMATIVE DILEMMAS

QUESTION: Is it the contention of the negative that the plan of temporary compulsory military training such as was provided by the Selective Service Act of 1940 was necessary to national defense, but that we now have no need great

enough to warrant the adoption of a plan of permanent compulsory military training for all men before they reach the age of twenty-four years?

IF THEY ANSWER If we understand the YES!

point of view of the

members of the nega-

tive team correctly, it is that they feel that the Selective Service Act of 1940 was necessary at the time of its adoption in order to provide an adequate national defense for this nation. They are not willing, however, to admit that we should adopt a policy of permanent military training which will give each boy one year of full time military training before he reaches the age of twenty-four.

In other words they admit that an emergency could develop within the short period of five or ten years which would make mass military training a necessity in our country. They admit that this very thing has happened, but still they do not feel that we should take steps now to see to it that such an event does not happen again. We of the affirmative are of the opinion that it is foolish to run the risk of again finding this nation unprepared in the face of a possible enemy that might make war in this hemisphere. We feel that if the Selective Service Act of 1940 was all right for the 1940 emergency, a similar act which will be able to give us an efficient army at all times is the best form of national defense that can be devised for this nation.

When the negative takes such a stand, they are merely arguing that we were in an emergency of unpreparedness in 1940, and that in all probability we could get out of a similar emergency without losing our democracy in the future. We will admit that we might get out of the next emergency just as they are hoping, but the risk is too great. The possibility of the loss of our liberty in a blitz war is too great a gamble for the people of the United States to take.

IF THEY ANSWER The members of the NO!

negative team have

taken the stand that

we should not even have had the Selective Service Act of 1940. They evidently feel that such a measure was not necessary to the maintenance of an adequate national defense for the United States. If they will but look at the plight of Norway, the Netherlands, France, and Greece, they will see that no measure of preparedness for the defense of the United States is too

great to undertake in conditions such as we find in the world today. Russia, a nation that felt relatively secure in early June, 1941, was invaded by the armies of Germany before the month had passed. In a world where treaties, promises, and agreements are kept only so long as is convenient for the agreeing parties, the only measure of national defense that can be had by any nation is found in the establishment of a large and efficient fighting force.

QUESTION: Do the members of the negative team believe that there is a chance that the United States might become involved in some future war in such a manner that we would not have an adequate period for preparation such as has been the case in all our other wars?

IF THEY ANSWER The members of the YES!

negative team are willing to admit that there is a possibility that in the future the United States might become involved in a war in such a hurry that there would be no adequate time for preparation. In other words, they are willing to admit that there is a chance that we might lose our liberty through a policy of unpreparedness, but still they seem willing to take this chance. We of the affirmative cannot understand anyone who is willing to gamble with American liberty in such a manner.

IF THEY ANSWER The members of the NO!

negative team have taken the stand that we need not fear the possibility of a future war in which this nation would not have an adequate period of preparation. In this era of blitz wars, broken promises and aircraft large enough to attack the United States from either Europe or Asia, our negative opponents have no fear of a mammoth Pearl Harbor. If such an event should happen, how would we prepare?

If our opponents will study the last three wars in which our nation has participated, they will see the folly of their proposal of failing to prepare. We are told by competent military authorities that in our past wars thousands of soldiers were lost because we were not prepared.

During World War I the situation was very serious. We declared war on Germany and were unable to provide an effective army in the field for more than a year. When we entered the war, we had less than 600 big guns, when a minimum

(Continued on page 80)

Hallowe'en Time Again

OF ALL the holidays which occur during the school year, Hallowe'en lends itself most readily to school festivities. And certainly it is of major importance to school personnel to schedule supervised activities on Hallowe'en to deflect juvenile interest from petty mischief to constructive enjoyment. The National Hallowe'en Committee, a non-profit organization formed several years ago to encourage safe and sane observance of All Hallow's Eve, takes special pains to emphasize through its director, Bert Nevins, that every tail pinned on a donkey means one less gate unhinged and tossed onto the barn roof.

Actually, the staging of a Hallowe'en party is an extremely simple procedure. Originality is not at a premium at Hallowe'en, for the more traditional the decorations, the food and the entertainment, the more successful the gathering. Budget problems are also at a minimum, for decorations can be home-made and inexpensive and party fare simple and wholesome.

No Hallowe'en party can go wrong in decorations if it clings to the long established theme of witches, spooks, black cats, jack-o'-lanterns and skeletons mounted against a background of black and orange crepe paper. Jack-o'-lanterns, made from real pumpkins if possible, placed in the windows lend a festive touch. Doughnuts suspended from black and orange

JEAN BLOCK

*National Hallowe'en Committee
152 West 42nd Street
New York 18, New York*

streamers can substitute for hard-to-get balloons. And a clothes rack draped with a white sheet and placed in a half-lit corner will supply a very convincing ghost.

Hallowe'en goodies, like the holiday's decorations, meet with the widest favor if they are in a nostalgic vein. No party-goer expects an elaborately catered feast on this frolicsome occasion. Again the standbys come to mind: small cakes and doughnuts decorated with orange and black icing, mountains of tasty red apples, piles of oranges, bowlsful of nuts, pumpkin pie, sandwiches, and orange ice or orangeade.

As to entertainment, that too is largely prescribed by tradition. No Hallowe'en party is complete without a session of bobbing for apples and ducking for doughnuts. Also in order is a game of Fortunes. Here is a novel way of combining Fortunes with both the party's decorations and food.

Type out fortunes (copied from a library book on party games) on small pieces of thin paper, so that there is at least one for each guest, and fold them into tiny wads. Then place each fortune in the center of a doughnut. At the same time, add the usual Hallowe'en trinkets—

ring, thimble, penny, etc.—to some of them. Cover the fortunes with medium-sized, round licorice gum drops. Then, to complete the pumpkin face, make eyes of whole cloves and the mouth of a long slice of licorice gum drop cut lengthwise in halves or quarters, depending on the size of the gum drop. Pile the doughnuts on a platter and let each guest choose his own fortune and read it aloud.

At least one strenuous, run-around game should be played at a children's or teen-age party to drain



Eileen Barton, NBC Radio Star, at Her Own Teentimer Party

off excess energy. An excellent idea in this category is a treasure hunt. In advance, gild about a hundred or more peanuts, depending on the number of guests, and hide them all over the room or gym where the party is being held. At the signal "Go" all the guests begin hunting. But each player can take but one peanut at a time and he must bring each one back to a designated starting place before he can resume his search. Naturally the person with the largest number of peanuts is declared the winner.

Another game for the high-spirited is a doughnut balancing race. The contestants balance six doughnuts piled flat on their brows and race backwards across the room. If any doughnut falls, the contestant is disqualified.

The National Hallowe'en Committee offers one final word to party planners this year. If facilities and circumstances permit, the Committee is urging schools, clubs, and fraternal organizations to include returned servicemen among their guests. Participation by servicemen in the party offers the soldiers and sailors an opportunity to share in a festive community occasion and at the same time gives pupils and teachers an opportunity to express their gratitude to the men in uniform.

The School Museum

ROBERT V. CRESSWELL

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Pittsburgh, Pennsylvania

AMONG the many devices available to school principals today who are responsible for encouraging learning is one which has been singularly overlooked. That device is the school museum. No doubt the lack of definite information on procedures to follow and evaluation of results attained by those who have pioneered are in a great measure responsible for the absence of attention to a most undeniable phase of any visual aid program; one which lends itself equally well to the elementary school as to the secondary school.

The real value of a school museum is in proportion to the part played by the pupils in planning and executing plans toward desirable outcomes. This factor more than any other emerged as a guiding principle in establishing and carrying on

a very successful adventure in a school museum at the Brookline School, Pittsburgh, Pennsylvania.¹

After two successful years, certain aspects have emerged as of prime importance to a museum organization.

Personnel and Administration. Too few opportunities present themselves to the school principal for carrying on student activities. Faculty members should play no part other than in an advisory capacity and lending assistance by virtue of school authority. With approval of the school authorities and space provided, the possibilities of attainment are limited only by the natural boundaries of youth imagination.

Location of the Museum. Circumstances will, to a large extent, determine the location of the museum; but where at all possible it should be centrally located. The reason is obvious, for usage depends on accessibility. Then too, the value and importance in a large measure will be determined by the place occupied in the building. It must be located under conditions which compare favorably with other services, and by no means made a part of any other school offering such as science or library.

Materials for the Museum. Space will not permit elaborating on all the possible sources of materials for the museum. The community, the homes, and the natural desire of the pupils to collect something different and of value afford a powerful potential reservoir from which to draw. Reference should be made here to the fact that thirty-two states through their educational departments, and nineteen national and local museums with their many branches, offer a lending service to all schools willing to defray small shipping expenses.²

How the Museum is Used. Those who find themselves with a live museum on their hands will experience little difficulty in adapting it to a school program. The range of interest has no limitations with regard to age, and as a motivating force in all fields of learning it is unsurpassed.

Evaluation. It seems fair to conclude that the Brookline School museum has resulted in the following significant achievements: (a) increased teaching efficiency, particularly in the use of illustrative ma-

¹The School Museum as a Creative Device — Dep't. Elementary School Principals — 23rd Year Book, Vol. 23. 1944.

²Ellsworth C. Dent — Audio Visual Handbook, 1942. p. 6. Society for Visual Education, Inc., 100 E. Ohio St., Chicago, Illinois.

terials; (b) a stronger incentive to, and a much wider variety of, creative endeavor and self-expression on the part of pupils; (c) greater pupil initiative; (d) additional opportunities for leadership training; (e) greater school pride and a sense of

possessiveness and participation in a worthwhile activity; (f) a tremendous broadening in the materials available as aids to teaching; and (g) much stronger bonds of community understanding and school-community co-operation.

Our New "Service Society"

FOR several years, events have indicated that a new kind of pupil control in our school cafeteria was needed. The faculty supervision method was being used. Two teachers were asked to keep order and require reasonable cleanliness. As the lunch hours have been regarded as relaxation periods as well, more freedom has been allowed than in some schools.

The administration believes that part of its job is to get the boys and girls ready to live with other people. It believes that they must be allowed to exercise self-control and respect for the rights of others, and not be regimented, if they are to develop these traits.

Experience has shown that often a well-meaning faculty member does more harm than good by ordering a boy to obey some rule, especially so when the order is accompanied by an index finger pointed like a pistol backed up by a piercing eye. Suggestions by student council members and others have shown that control "of the pupils by the pupils" was needed — not policing, but guiding.

Pupils were used on the steam table lines, to keep those buying food only one deep and not too crowded. This proved its value in speeding up the service and in saving dishes and food that formerly were knocked to the floor, to say nothing of the saving on clothes cleaning. In addition to the pupils on the cafeteria lines, six or eight girls were working in the office during their study hall periods, doing clerical work; so the idea of a Service Society came into being.

In order to follow out the "pupil-control-by-pupil" idea, each home room was asked to nominate eight juniors or seniors for places in this society. Upper classmen were suggested because they are usually the leaders in school anyway, and leaders were wanted. The juniors, if they made good, could carry on through the next school year with valuable experience behind them.

J. J. ELLIS

Vice-Principal

*Manual High and Vocational School
Kansas City, Missouri*

When the nominations were in, there were one hundred sixty-two names, entirely too many for the purpose. Next, those names which received more than one vote were selected. This cut the number to thirty-seven, which was too few, as a membership of around sixty-five was hoped for. Old friend "Personal Rating" or "Personality Rating" came to the rescue; and the ratings of those receiving only one vote were taken from their permanent record cards. Enough of those having the highest scores were selected to make the list total sixty names.

It soon became evident that our members probably would have been a more dependable group if they had been chosen by their ratings and not by their receiving more than one vote in the home rooms. These ratings include leadership, dependability, trustworthiness, etc. It was decided to include the school nurse's aides, the pupil clerks, the cafeteria helpers — anyone who was rendering an efficient, continuous service to the school without compensation in money, grades, or letters.

With the membership settled, a meeting was called at which a president, a vice president, and a secretary were elected. The members decided these officers were enough, but that other offices should be created, controlling various fields of service. The three officers met as a committee and decided to call the appointees "directors", instead of "captains", of these fields. A director for each cafeteria period was appointed, one whose service dated from last year being chosen in each case. Directors were appointed for the fields of building cleanliness, pupil conduct around school, pupil conduct at games, supervision of ushers at plays, and entertainments. Each director chose eight to twelve or more members as his workers, the num-

ber depending upon the size of the field of service. Many members were chosen to work in several fields, this being possible because the services required did not overlap. It was planned to have a specific job for every member.

Since the Service Society is an adjunct of the Student Council, several designs for pins were submitted to that group. A local metal stamp firm agreed to make the pins, using a stock design that almost matched the council's choice. They could not consider working out a new design at the time.

The badge itself was made of nickel plated sheet brass bearing the words "Manual Service Society" in black enamel. A conventionalized heart one inch wide by one and one quarter inches long was used. This very attractive badge becomes the property of the member at the close of the second semester.

The induction ceremony took place at an assembly in conjunction with the awarding of R.O.T.C. medals and other patriotic features. It was felt that while this ceremony would take only twenty minutes, that it should be held in an atmosphere of dignity.

The members formed three lines of twenty across the stage in arcs, with an aisle between the numbers ten and eleven, thirty and thirty-one, fifty and fifty-one. This aisle was used as each member received his pin and retired to the rear. The president, who was presented by the sponsor, introduced the other officers and the directors of the fields of service so that the school would know who they were. Co-operation and mutual help between the pupils on the one hand and society members on the other were stressed. The president read the organization's creed which is:

"We believe in the loyalty and good fellowship of the student body of the Manual High and Vocational School. We believe the students desire to be courteous and trustworthy, and want to uphold the high ideals and undaunted spirit which students in former years have passed on to us, which we covet at the present time."

Then he and the other members gave the following pledge of the society, he reading and they repeating phrase by phrase:

"As members of this service society,

elected by the student body under the auspices of the Student Council, we dedicate our best efforts in every worthy undertaking. We pledge assistance in upholding the standards of Manual High and Vocational School, to the end that it may assume a position of leadership and be known among the schools of Kansas City for its devotion to democratic principles of good citizenship.

"In accepting the high honor of being inducted into the Manual Service Society, I pledge:

"For Manual, I will serve to the utmost of my ability."

As the sponsor read each member's name, that pupil stepped out of the front line and to the center of the stage, where the principal presented the pin with a word of congratulation. The pupil then retired to the rear through the center aisle and to the vacancy left by the members who had stepped into the line ahead as he moved out. This brought the entire second line into the front row and the entire first row into the rear as soon as the first twenty pins had been presented. The same procedure followed for the original second and third rows, which placed the entire group back into their original position when all pins had been presented. The induction was planned for a minimum of faculty participation, helping the pupils to feel that they had done it. This service was relatively simple, impressive, and dignified, and many favorable comments were heard.

So far the results of the society's influence have been very helpful, especially in the cafeteria. The tables are left much cleaner; the dirty dishes are moved to the end of the table, where the bus boy can get them quickly. Since using the directors and their workers, our cafeteria periods have had very little more faculty supervision than any downtown cafeteria would have from its management.

In the other fields also improvement has been noted, and several times members have been seen to admonish a fellow pupil needing a friendly word of advice, or they have reported conditions outside their sphere of influence.

During the latter part of the second semester new members are elected who can be ready for work on the first day of school in September or even help during the month of August, if need be.

Our National Honor Society---Our Leading Club

WHEN I came into this panhandle school system, it had little or no extracurricular activities. I set out to organize a worthwhile club.

We who were interested surveyed all the club material available and decided to establish a chapter of the National Honor Society. The board of education loaned us sixty dollars to buy the charter, pins, club magazines, etc.

Then a constitution was drawn up. Its main provision, of course, was membership based upon Scholarship (average of 85 or more), Leadership, Service, and Character. The names of all students measuring up to the scholastic requirement were submitted to the entire faculty for ratings on the other three essential qualities.

Seven people made scores of 75 or more on the reports from the faculty and were chosen charter members. The Club prospered, and at the close of the first year membership had increased to twenty. The indebtedness had been paid off, and there was a balance of some twenty dollars in the treasury.

The initiation ceremony, in general assembly, was elaborate and formal. This first initiation was conducted by a neighbor school's Club. Since that time our Club has presented its own initiations.

At the present time, the club is occupying the most prominent place in extracurricular activities within the school. Thirty-two members comprise the club, and the cash balance of the treasury is well over four hundred dollars.

Last year the club put out its first year book, and members did all the work. The small books were printed by mimeograph on gold paper (our school color). The books consisted of blue, green, and black simulated leather covers (salvaged from past teachers' record books).

A meeting each month was scheduled. It consisted of recreational, educational, and religious exercises. The club started off by having a chop suey dinner, at which plans for the coming year were formulated. At the second meeting we viewed a movie — "Life of King Edward."

Next was a panel discussion of world events, followed by the December meeting of a Mexican Christmas party. January's meeting consisted of a post-war round

DEANE D. FLETCHER

Superintendent
Canadian Public Schools
Canadian, Texas

table discussion, while in February was a valentine party. During the March meeting, Irish musical numbers were presented and the authors' lives discussed. The club members were guests of the Presbyterian church in April, with an outing planned afterwards. To complete the year's work, an annual farewell dinner for all the senior club members was held.

Some of the Honor Gems of the club are as follows:

1. Canadian Chapter subscribes 100 per cent to *Student Life*, official magazine of the Honor Society.
2. Each member is furnished the Honor Society pin free of charge.
3. For two years, the membership has averaged better than 98 per cent attendance.
4. So far — "Once a member, always a member."
5. "The hardest club to get into and the easiest club to get out."
6. So far, twenty-one out of twenty-five past members have attended college.
7. Ushers for all important events are selected from the Honor Society. Arm bands are provided to the selected members.
8. Each class for the past two years has had at least one Honor student serving as an officer.
9. All Canadian High School's queens for the past two years have been in the Honor Society.

The Club has a leather scrapbook in which all minutes, newspaper clippings, etc. are kept. This book is always open to any member.

Some of the outstanding achievements of the past two years have been:

1. Four Honor students were awarded the book, "I Dare You."
2. The coveted "Liske" cup, a local award, has been won by members the past two years.
3. The valedictorians and salutatorians have been Honor members since the club organized.
4. Two members have contributed to the

National High School Poetry Association.

5. The Honor Society sponsored the first successful Hallowe'en carnival in several years; they published the first successful yearbook in the past decade; and they sponsored the first high school newspaper in many years.

A Student-Sponsored Community Rink

SCHOOLS are often criticized for remaining isolated from their communities. It is said that there is a gap between the school and the out-of-school world — that students have little interest in civic affairs after they graduate, although they may have taken responsible parts in student activities while in school. Consequently, the school is blamed for not relating its work to the life of the community.

During the last two years, our student council conducted a project, which, in my opinion, was at least partially effective in bridging the gap between the community and the school. The members were guided into realizing the need for a community ice-skating rink. Thus they had a *purpose*. They felt that they could do something worthwhile in a real life situation. They then planned their procedure and chose their personnel. They successfully developed a program and were equally successful in the administration of it, because the outcome was a community rink, about the size of a city block, adequately supervised and kept up by the students, and enjoyed by both youth and adults in the community. Thus, through the initiative of students, a process of improvement of public recreation was set in motion in one part of the unorganized fringe of the city of Lansing.

If a student council is really to accomplish its full function, the work that it does must be in real life situations, and must be done only upon a definitely felt need on the part of the students. The idea of just giving student councils something to do to keep them busy is largely the reason why some student councils have failed.

To understand how the student body of Everett High School so readily felt the need to improve the recreational conditions in this community, it is necessary to know something about the position of the

The club has three main objectives this year. These are:

1. To present each high school pupil with a Handbook of the school.
2. To present to the school a sound movie projector.
3. To create a better and harmonious attitude among the entire student body.

CECIL H. ALFORD
*Principal
Everett High School
Lansing, Michigan*

school in the community and about the lack of organization in the outskirts of a city.

The school is located in the township, in the fringe area of Lansing. Much of our district is like the unrestricted subdivisions familiar on the outskirts of any growing city. It is in that twilight zone between urban organization and authority and rural indifference. The general lack of community spirit and the inadequacy of existing organization have prevented the growth of recreational agencies. We have no playgrounds apart from the schools, except for one small, out-of-the-way, rather exclusive park. Thus, the problem of wholesome recreation for our youth is exceedingly difficult. Our young children have no place to go in the winter, and the older boys and girls seek the recreational centers in the city. However, transportation facilities are very poor, since the youngsters live anywhere from one to twenty blocks from the bus line.

In this inadequately organized township area, the school has necessarily become the center of community life. Very often in the past it has been effective in promoting something for the welfare of the community. Thus, the people in this community are used to accepting and cooperating on plans that are promoted in the school.

This particular project had its origin in a community civics class. I happened to be teaching the class in the fall of 1943. One day late in the fall, as I walked in I found a note on my desk requesting me to go easy on the assignments because the city rinks were opening that evening. Of course, one of the students had written it.

We quite naturally discussed the request and why it was necessary. The majority of the class wanted to go skating and realized that they wouldn't get any home work done if they went, because it took all evening to walk to the bus line and ride to the nearest stop to the rink, skate for an hour or so, and then repeat the performance to get home again. This discussion very easily led to an expressed need for a rink in our proximity. We decided that it wasn't impossible, and we consequently discussed the different organizations that might be approached for help. A committee was formed to meet our township supervisor and see if there was any possibility that the township board would finance such a project.

We were informed that there were no funds available for recreational activities. Our first attempt was a failure. However, someone in the class suggested that it would be a worthy project for our own Student Council. We knew we had the site for it, because it was common knowledge that the school owns almost two blocks of vacant lots in the immediate vicinity of the present school building.

In our high school, we encourage all the students to make suggestions to the Council. We try to impress our Council members that it is their responsibility to listen to and report any problems that occur. In this particular case, the class chose a representative to appear before the Council at one of its meetings and to present the suggestion that a community rink become a student-sponsored project. The project was discussed and the Council voted for it. It was also approved by the principal and the superintendent.

However, the Council felt that, although it is a representative body, this project was so big that it needed the co-operation and whole-hearted support of the entire student body. Furthermore, to be completely democratic, we feel that all of the students should have a chance to take part in deciding on purposes. Then the execution of the policies rests with the Council. Therefore, the idea was presented to the students for their approval. The Council's recommendations were approved.

At its next meeting, the Council planned its procedure and decided that its first step should be to locate a site for the rink. An appeal was made to the Board of Education, and the Council was granted the use of one vacant block quite centrally located. Next the boys in school were

solicited to give free help toward clearing the grounds. The physical education teacher took his classes there, also, to help with the clearing out of debris and weeds.

The important problem, however, was how to flood the rink after it had been cleared and leveled. In this area, each home has its own well, since we are not provided with water from a common source. Therefore, there are no hydrants in the district, with the exception of the one provided for the protection of the school buildings. The school is connected with the water system of the Lansing Board of Water and Light, so the Council appealed to them. As a result, a hydrant was installed, and water was provided.

Another vexing problem was the matter of getting enough hose to flood the rink, with rubber so very scarce. That first fall we were not able to get all we needed. Consequently, our rink was not too large. However, we had started, and by the fall of 1944, we had the entire block leveled and also had enough hose to permit the flooding of that entire block.

The Board of Education came to the aid of the Council and had flood lights installed. They were a necessity, if the rink was to be safe and adequately supervised. That first year, our warming house was a small frame building that was moved there for that purpose. The flooding, clearing of snow, care of the warming house, and the supervision was done by the students. We felt that all of the students have services to give, and to make this a truly student-sponsored project, it was placed on the basis of giving personal service.

During the winter of 1943-1944, our skating season was quite short. We had, however, made a good start and had paved the way toward completion of the project during the following fall.

Early in the fall of 1944, our Board of Education decided to build a substantial warming house on the site chosen for our rink. It was financed from the funds appropriated for "Building and Site" purposes. Shop students built a counter in it, so that soft drinks and hot dogs could be sold to help defray expenses. The Student Council supervised these sales, as well as the checking of shoes. During the skating season last winter, the net proceeds were sufficient to pay for the coal used in the warming house, the use of the

(Continued on page 70)

An Accounting Plan for Activity Funds

IN ORDER to safeguard small funds, to relieve teachers of continuous liability, and to broaden the pupil's experience, the Champaign, Illinois, Junior High School Bank was organized. In its operation an abundance of valuable lessons are learned by Student Council members, who act as bank officers, as well as by pupils from other school organizations which handle funds.

Money collected for home rooms, clubs, publications, pupil government departments, and the like is deposited in the bank, which is open for business an hour and a half one day each week, immediately following the last class of the day. Members of the Council, acting as bank cashiers, receive deposits from the treasurers of the various school groups. When money is received, deposit forms are made out in triplicate, one copy for the person making the deposit, one for the cashier, and a third for school office records. After being stamped and initialed by the cashier, these forms constitute official receipts of money deposited. They bear the date, name of organization, source of funds, the student depositor's name and the name of the faculty sponsor. Each treasurer is responsible for keeping accurate records of money received and spent by his organization.

At the end of any banking period, the cashier lists all deposits on a form in a loose-leaf record book, and to this form all deposit slips for the period are attached. The money is then turned over to the school office clerk, who checks all items for accuracy, counting the money and receipting the total deposits by signing her name at the bottom of the sheet. All money and the original deposit slips are left with the office clerk. The bank cashier retains the book in which deposits received are listed and to which are attached deposit forms. Her responsibility is thus ended until the bank day of the following week.

The office clerk then lists in a ledger all deposits made, crediting them to the proper organization. Periodically, money received is deposited in a local bank to the credit of the Junior High School Activity Fund. Although only one school fund exists at the local bank, records of deposits and expenditures for all school organizations are kept by the school office clerk in a financial ledger. The records may be

A. L. THOMASSON

*Superintendent of Public Schools
Champaign, Illinois*

referred to by organization sponsors at any time.

The expenditure of money is by an office requisition which authorizes a charge against the school. It bears the name of the organization against which the charge is made on the office financial ledger. The sponsor's name also appears on the requisition. It is made official by the signature of the principal. Requisitions are in triplicate, the original going to the business organization where the purchase is made, one to the school organization making the purchase, and one to the school office.

When invoices are received from the business concerns at the end of the month, they are checked against requisitions issued. Payments are made by check, on which appear the name and the sponsor of the organization making the purchase. It is signed by the office clerk and the principal.

Paid bills are filed alphabetically, with the requisitions attached, and with the number of the check used in making payment written on both the invoice and the requisition. The books are balanced at the end of each month. A summary statement of the funds, showing the total receipts, the expenditures, and the balance, is included in the principal's monthly report to the superintendent of schools. Accompanying the statement is a verification letter from the local bank which is mailed to the school each month, with cancelled checks and a detailed statement of deposits and checks paid during the period. At the end of the school year, a statement is issued by the principal showing the total receipts, expenditures, and balance for each school unit having an account. The financial ledger, bank statements, paid checks, invoices arranged alphabetically with requisitions attached, and copies of the original deposit slips used by school units when making deposits with the student banker are turned over to the school district's auditors.

The plan briefly described above has been successfully used for a number of years in a junior high school with an enrollment of about nine hundred pupils. The school is organized into twenty-seven

home rooms. Some thirty or forty clubs make up a part of the extra-class activities; a newspaper and a yearbook are published; dramatic organizations are sponsored. The school operates under a plan of pupil participation in school government — a scheme which includes several different units. All of the mentioned organizations, and others, receive and spend money according to the described procedure. It is not claimed that the plan is by any means perfect. However, it has functioned well during the time of its use in the particular school situation to which reference has been made.

Assembly a Centre of Activities

ESTHER MESH

Music Supervisor

Randolph Public Schools

Randolph, Vermont

STUDENT conducted assemblies give opportunity for the student body to grow in the power to carry on democratically. Every school has leaders. Their interest may be aroused through reports of activities in other schools.

A small high school of about two hundred twenty-five students at Randolph, Vermont, undertook a new project last year. The foundation for what may grow into a much better set-up was laid. In the first assembly, the student council introduced its members, summarized the business it had transacted and the plans it had discussed. One plan was a student assembly. Two methods of procedure were proposed — one in which a picked group of students could be used and another in which all students would have an equal opportunity to participate.

It was decided that the latter plan would be followed, making an attempt to give as many as possible some part during the year and yet keep the production smooth. Sometimes one student would introduce a speaker; another would preside over a program; others were used in skits; and still others presented facts on matters of interest that had been discussed in classes. Regardless of the nature of their contributions, each student was helping to bring to the student body an idea of the activities of his school and his community, his classroom work, his aesthetic endeavors, his sense of values, and his ideals.

During American Education Week of last year, members of the school board, the superintendent, and the principal of the

high school addressed the student body. Each one was introduced by a different student. One board member, who was an alumnus of the school, drew an interesting comparison between the school in his student days with it at the present time. Another, a former faculty member, used the topic "What the Community Looks for in its High School Students." The chairman of the board spoke about the business of running a school system. The superintendent discussed postwar education as he saw it; and the principal gave the history of National Education Week.

A program that stimulated interest in the Alumni was one for which members of the Home Making Class gathered together letters that had been written to their families by men in the armed forces. They chose sections with vivid descriptions for reading. At the end of the assembly period, cards addressed to the boys in the service were distributed to the students. Messages were written on them and put into the mail.

After a few assemblies, the need for clearer enunciation became apparent. Concentration on points of delivery was stressed in an attempt to improve the presentations as a whole.

At the end of last year, a survey showed that sixty-five per cent of the students had participated in from one to seven assembly programs and that, in the students' estimations, there had been an improvement in delivery, enunciation, and poise. There was comment on evidences of better organization and planning and on evidences that confidence, interest, and enthusiasm had grown.

An activity of this kind must be planned carefully, using student leadership as much as possible and teacher guidance as far as it is needed to insure worthwhile programs. As the project grows, student leadership and responsibility should increase and the teacher's guidance should gradually turn to new channels.

Probably the most gratifying experience of the whole year's work in this school was the students' request for an assembly period dealing with the day of the European invasion, so that the student body could join in a few moments of united thought and meditation. Another was the remark of a senior boy who asked, with a smile on his face, "If I am successful after I get out of school, may I come back and tell about it in assembly some day?"

An Experiment in Puppetry

THE extracurricular program of our junior high school provided an opportunity for pupils to devote part of their study time to some activity involving the study of English, with the possibility of correlating it with some other subject if desired. As it happened, there was among these pupils a group of six or seven seventh-year boys who took no particular interest in academic English, but whose interest had been aroused by our decision to do a little experimenting with the production of some bit of literature upon a puppet stage. We proceeded to experiment, not knowing quite where we might expect to finish.

We decided to try our hands first at making a puppet. Since a doll stuffed with sawdust came closest to our experience, it was determined to have our puppet take that form. One of the boys who worked in a meat market after school hours brought us a supply of sawdust. Then various members of the group brought from home any bits of cloth which they thought might be useful for making the doll, the costumes, and stage properties. Among the materials thus acquired were some heavy cotton stockings. These proved ideal for making the covering of the body of the puppet. Then, since the only way to make a sawdust doll was to begin by sewing up the various sections before they could be stuffed, the boys brought needles, thread, thimbles, and scissors, and proceeded to use them. The making of the arms was assigned to two of the group; two other boys sewed up the legs; another put the trunk of the doll together; and still another constructed the head. The workmanship of these needlemen would not have won prizes in a needlework contest, but the boys easily mastered a firm backstitch and very conscientiously (how they struggled with those thimbles!) put in their stitches. It had required only one experience with leaking sawdust to make it plain that the seams had to be firmly sewed. It also took only one or two experiences with wobbly legs to show that more sawdust was needed to produce the required rigidity. Each section of the twelve-inch doll was sewed, stuffed, and closed separately, and then all five parts were assembled, with the arms and legs, and even the head

Miss HELEN VOSATKA
*John Hay High School
Cleveland 6, Ohio*

flexibly attached to the body, so that the members might be easily propelled by strings.

The next problem was to decide just how we were to use the figure. Inasmuch as we found that it took quite some time to make such a puppet, we determined to carry on our experiment for the time being by concentrating on the one we had already put together. Casting about for a suitable one-character vehicle in which to star him, we finally settled upon Trowbridge's "Darius Green and His Flying Machine." Our puppet forthwith became "Darius." He was to do all the acting, and his brothers were to be represented by a group of faces painted on heavy cardboard and topped off with colorful wigs made of yarn. These heads were to bob up and down in an open window whenever the story required their presence.

Now that we knew what character we wished to develop, we were able to plan his costume — that of a farm boy. One of the pupils had contributed a piece of dark blue corduroy which was exactly suited to the making of a pair of overalls. A piece of white cloth made a shirt, a brightly colored triangular scrap made a scarf — and the costume was finished, all the sewing again having been done by the boys themselves. But as yet, Darius lacked all facial expression, and his hands and feet were shapeless. We turned him over to the art department, where he acquired a most expressive rustic face, big hands, and appropriately clumsy bare feet, all constructed of a home-made clay composition, and painted most realistically to suggest the country bumpkin. To crown their efforts, the art students had made him a wig of flaming yellow yarn. Finally six-inch, x-shaped wooden control to which were attached the heavy black threads which manipulated the puppet. We found that by a simple twist of the wrist Darius could actually put one foot before the other, and walk. Darius had almost come alive.

The puppet was now put aside while a
(Continued on page 79)

Assembly Programs for November

One of the important aims of all schools is to interest the community in their objectives, activities, and achievements. The public must have a closer association with the schools if the people are to understand the goals of public education and the methods being employed to achieve them. The assembly is one of the most fruitful means the school possesses of meeting the demand for reliable information on education and of creating a favorable public opinion.

Good assemblies will yield valuable returns in intelligent, co-operative, realistic attitude on the part of both parents and students. The important part that student attitude and opinion plays in cementing home and school co-operation should not be forgotten. The opinion and attitude of students may be determined in large measure by their reaction to assembly programs.

November is an appropriate time for utilizing the assembly as a means of fostering unity in the school and harmony between the school and the rest of the community. It is an opportune time to present programs of interest to parents as well as to students. The parents should be encouraged to attend certain assembly programs throughout the year, especially those given in observance of such events as American Education Week and Thanksgiving. The programs which are suggested this year for November were chosen with a view of interesting the public as well as the student body.

FIRST WEEK

NOVEMBER 5-9

A Program Consisting of "Hobby Talks"
Sponsored by a school club interested in hobbies
and recreation such as Hi-Y

The idea for this program is contained in an article entitled "The Use of Hobby Talks in Boys' Club Assemblies," contributed by William L. McCrea of the James Monroe Junior High School, Seattle, Washington. The idea would prove practical for almost any school. The article follows:

The James Monroe Junior High School Boys' Club has been promoting short hobby talks as part of assembly programs. I know of no other number of our programs that fulfills the purpose of assembly as well as does this feature.

It is a big job to plan Boys' Club meetings that benefit large audiences educationally and inspirationally. The program committee has found that the short hobby talks afford a continuity in a desirable phase of program building. The schools are trying to help young people use their leisure time profitably. The hobby talks represent a variety of fields of interest and are presented once a month.

The purposes of these talks are: (1) To promote interest in hobbies as a leisure-time activity. (2) to give information concerning a hobby, and (3) to provide the opportunity for boys to contribute something of interest and value to others from their hobbies.

C. C. HARVEY
Nyssa Public Schools
Nyssa, Oregon

Some titles of talks given are:

1. Amateur Radio	12. The Making of a Miniature Museum
2. The Candid Camera	13. Music as a Hobby
3. Model Airplanes	14. Electrical and Radio Work
4. The Study of Maps	15. Puppets
5. The Cacti Plants	16. Powered Model Airplanes
6. The Soap Box Racer	17. Making Model Trains, Cars, Airplanes, and Army Field Pieces.
7. Photography	
8. Drawing and Sketch Work	
9. Stamps	
10. The Study of Dogs	
11. Map Drawing	

So far, every speaker has held the attention of his large audience. The hobby talks are presented in such a way as to be interesting, educational, and entertaining.

The following general outline is suggested for each hobby talk:

I. Hobby (title), and name, date, sponsored by _____ (The James Monroe Boys' Club).

II. Hobby:

1. How I became interested in my hobby.
2. Where I get material for my hobby.
3. How much did my hobby cost to get started?
4. How much does it cost to carry on my hobby?
5. Do I have fun working with my hobby?
 - (a) Time spent.
 - (b) Any sharing of hobby with others?
 - (c) Any peculiar happenings of interest?
 - (d) What particular thing do I like best about my hobby?
6. What educational and recreational value does it have?
7. What suggestions do I have for those who wish to start this hobby?

The hobby talks are usually outlined in the form of a written script before being presented to the audience. Illustrations and examples are used as visual aids in the presentation.

The writing and working out of the hobby into a five minute talk is a considerable task, a valuable training in itself! Perhaps the success of these hobby talks may be because they have been well prepared and interestingly presented.

SECOND WEEK
NOVEMBER 12-16

*American Education Week or Book Week Program
Sponsored by a Special Committee representing
different departments.*

American Education Week and Book Week are observed simultaneously this year. Two separate assemblies might be planned for these weeks, or a combination program might be arranged.

The general theme for the 1945 observance of American Education Week is "Education to Promote the General Welfare." Daily topics are: November 11—"Emphasizing Spiritual Values"; November 12—"Finishing the War"; November 13—"Securing the Peace"; November 14—"Improving Economic Well-being"; November 15—"Strengthening Home Life"; November 16—"Developing Good Citizens"; and, November 17—"Building Sound Health." An interesting and stimulating program can be developed around these topics. Additional information, including a Handbook of programs, may be secured from the National Education Association, 1201 Sixteenth St. N. W., Washington, D. C.

The following account of an American Education Week assembly presented last year might be suggestive. It was contributed by Mr. William Richards, Director of Publicity, Prescott, Arizona, Senior High School.

Students of the Prescott Senior High School celebrated American Education Week and honored Armistice Day simultaneously on November 7, 1944. Under the tutelage of Miss Lillian Savage, Director of Dramatics, a patriotic assembly was presented for the benefit of students, parents, faculty, and general community.

As usual, the program began with the advancement of the national and state flags and the Pledge of Allegiance. The audience then sang the National Anthem.

The dramatic presentation was introduced by a student who spoke forceful lines from "Fun to be Free" by Charles McArthur and Ben Hecht.

Norman Rockwell's paintings of the "Four Freedoms" were depicted by four tableaux. The original Rockwell paintings were re-enacted as accurately as possible. While each tableau was shown, a student narrator spoke simple words appropriate to the scene. During and between the speeches and tableaux, a musical background was used to tie the pictures together. Following the final tableau, in "Freedom of Worship," a fifth narrator stressed the fact that men have sacrificed life itself in order to safeguard these liberties. Thus the last spokesman concluded the tableaux and at the same time introduced the next number.

The program continued with the reading of Joseph Auslander's sonnets, "The Four Last Words," written on the eve of the allied invasion of Europe. These poems were spoken by a former faculty member who is now serving in the Navy. During the presentation, the image of a cross bearing the body of Christ was projected upon a screen behind the speaker.

A new tableau next portrayed a group of five army

men at worship somewhere overseas. All were kneeling, while a chaplain stood by with bowed head. The men held guns; some had prayer books in their hands. One soldier uttered a prayer, thanking God for the freedoms which we here in America enjoy and vowing determination to fight for the preservation of this blessing.

An Armistice Day tribute to American soldiers had been written by a member of the class of 1943. The words of this poem of gratitude and respect were projected on the stage drape, and thus the assembly was concluded.

In planning an assembly for Book Week, a book recommended in connection with a program published last month in this series of articles will be found helpful.¹ Perhaps it will not be amiss to also call attention to two extremely useful volumes of library plays which would be helpful in planning a Book Week assembly.² A manual for the use of schools in observing Book Week has been prepared by Book Week Headquarters, 62 West 45th St., New York, N. Y. The manual contains suggestions for plays, book fairs, book review programs, story-telling hour, and demonstration which might be adapted for assembly presentation.

The following account of a Book Week assembly program is by Mr. Allan F. Locke, Principal of Vallejo, California, Junior High School:

The Book Week assembly program is traditional in our school. Each year a costume contest is held. All students and teachers are urged to dress to represent his or her favorite book character. A prize each is awarded to the boy and the girl wearing the most representative costumes. Ingenuity in devising the costume from materials at hand and faithfulness of representation are the chief basis for making the awards.

As part of the program, there is presented an appropriate play or skit having to do with books. Last year it was a Book Circus presented by the Public Speaking class. A circus ring was built on the stage. In charge was a ringmaster who announced the various acts.

This part of the celebration takes place usually on Friday of Book Week. There are various other activities carried on also: special posters and exhibits are used, and demonstrations of one kind and another dealing with books are given.

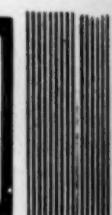
¹Farq, Lucile F. *Activity Book, No. 2—Library Projects for Children and Young People.* P. 239. American Library Association, Chicago, 1945. \$2.50.

²Phelps, Edith M. *Books and Library Plays for Elementary and High School Use.* 2v. H. W. Wilson, New York, 1938 and 1941.

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THIRD WEEK
NOVEMBER 19-23

*Demonstration of Student Council Activities
Sponsored by the Student Council*

Due to the increasing importance of student councils in secondary schools, it seems appropriate that an assembly be presented in the form of a demonstration to interpret the work of the council to the students and the community. Two publications have been issued during the past year which will prove invaluable as references in planning such a program.³

Last year a student council demonstration assembly was presented by the Leesburg, Florida, Senior High School. Miss Emma F. Williams, faculty sponsor, contributed the following outline of the program:

Student Council Assembly

I. ORGANIZATION:

1. Purpose—better co-operation between the administration and student body. (Explained orally).
2. Representative democracy—one representative elected from each homeroom. (Explained orally).
3. Direct democracy—one representative elected as student-body president. (Explained orally).
4. Drawing up of Constitution. (Explained orally).
5. A typical meeting showing students nominating and electing council officers.

II. ACTIVITIES:

1. Assembly Programs. (Showed committee of the council helping plan the assembly schedule).
2. Dances:
 - (a) After athletic games. (Showed couples dancing and enjoying refreshments and games).
 - (b) Other significant dates. (Showed boys and girls dancing, each couple representing some special holiday dance, e.g. St. Patrick's Day, Valentine, Hallowe'en.)
3. Sponsorship of Motion Pictures. (Showed students selecting worth-while films to show to student body).
4. Sponsorship of intra-mural program of athletics. (Showed sketches of events in progress such as the basketball game between the lady faculty members and senior girls).
5. Student Council Picnic. (Showed sketch of boys and girls enjoying the annual council picnic and playing games).
6. Activities sponsored by council annually:
 - (a) Homecoming student day. (Typical scene).
 - (b) Sadie Hawkins day. (Typical scene).
 - (c) Student day. (Showed students acting as faculty).

III. PROJECTS:

1. Scrap Drives. (Showed students coming in and out with armfuls of steel, aluminum, zinc, rubber, etc., and charts giving the number of tons of scrap collected).
2. Senior Room. (Portrayal of council members fixing up a special room which is center of activities).
3. Sale of bonds and stamps. (Showed students taking orders in homerooms, also chart marking progress in purchase of a "jeep," and a bond auction).
4. Alumni Relationships. (Sketch of meeting of Alumni and Student Body collaborating over school organization and activities).

FOURTH WEEK
NOVEMBER 26-30

*Annual Thanksgiving Assembly Program
Sponsored by a special committee appointed by
principal and student council.*

The holiday on which we give special thanks for our blessings, is probably celebrated more widely in our schools through semi-religious programs than any other in the calendar except Christmas. The occasion offers excellent opportunities for emphasizing certain themes as well as expressing appreciation of our blessings.

Following are the texts of two Thanksgiving as-

³McKown, H. C. *The Student Council*. New York: McGraw-Hill Book Co., 1944. \$2.50. *The Student Council in the Secondary School*, Bulletin No. 124, October, 1944, National Association of Secondary-School Principals, Washington, D. C. \$1.00.

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sembly programs presented by high schools last year:

Manhattan Senior High School, Manhattan, Kansas
Processional—"Come, Ye Thankful People, Come"

Robed Choir

Worship Service:

Call to Worship..... Ruth Ann Wolf

Doxology..... Choir and Congregation

Devotions..... Ruth Ann Wolf

Choral Response..... Robed Choir

"Hear My Prayer"—Will James..... Robed Choir

Address..... Rev. Chas. R. Davies

Hymn—"O Beautiful for Spacious Skies"—

Choir and Congregation

Recessional—"For the Beauty of the Earth"—

Robed Choir

Benediction..... Rev. Chas. R. Davies

Wilmington High School, Wilmington, Delaware

Greetings—Class President..... Dick Durstein

Hymn—"Prayer of Thanksgiving"..... Traditional
(Choir, Assembly, and Orchestra)

Bible Reading—Psalm 95..... Margaret Rentz

Lord's Prayer followed by Salutation to the Flag

"God of Our Fathers"—G. W. Warren—

Choir directed by Mrs. Mary Scott Gallery

Reading of "President's Thanksgiving Proclamation"

Bob Wood

Reading—"Thoughts for Thanksgiving"—

Barbara Lee

Vocal Solo—"Pilgrim's Song"—Tschaikovsky—

Dick Bailey, Accompanied by Miss Sara Revelle.

Greetings—Principal..... R. L. Talbot

Address..... Rev. Edward Ehart

Choral Benediction—

Directed by Mrs. Mary Scott Gallery

Recessional—Orchestra—

Directed by Mr. Howard Baldwin

NOTE: Two publications which might be found useful in planning a Thanksgiving assembly are: "Thanksgiving Plays," edited by Grace Sorenson, The Northwestern Press, 2200 Park Avenue, Minneapolis, Minnesota; and "The Thanksgiving Book," National Recreation Association, 315 Fourth Avenue, New York, N. Y.

"Ganging Up" on Poetry

(Continued from page 46)

it was the most beautiful poetry we had ever read and after one of our programs a professor in the University said, "Those kids are living America; how could you beat that as a means of getting youngsters to understand and appreciate our country?"

Poetry has moving power. It gets under your skin. It does something to those boys and girls. I do not mean that they become angels over-night, but the ideas take hold and stay there. I have a large number of letters from boys at the front thanking me for the experience they had in this group. A bomber on a plane in the Pacific wrote that

he used these poems frequently to relieve tension on long flights. He said he often took down the interphone and "let loose" on the Congo. He said the throbbing of the engines made a wonderful background for those rolling lines. Another boy wrote from Germany that he never saw a buddy die but that he thought of the lines in the poem, "Go Down, Death." And he said that often, lying under the stars at night, he'd find himself saying those lines of Chesterton's:

"O God of earth and altar
Bow down and hear our cry
Our earthly rulers falter
Our people drift and die"—

Or keeping guard alone at night he frequently said those lines of Sarett's:

"O, I can hear you, God, above the cry
Of the tossing trees—

Rolling your windy tides across the sky,—

Oh, I can hear you, God,

Above the wail of the lonely loon—

When the pine-tops pitch and nod"—

And then in camp at night just for fun he often broke forth with "Blue Belle Blues" or "The Cremation of Sam McGee."

Yes, we've ganged up on poetry here at Hickman High School and we've ganged up on this speech business. Maybe some day, now that the war is over, we can have Verse Choir Festivals. Then you bring your gang, and my gang and several other gangs may get together as groups used to do in London before the war. Then we'll paraphrase that old football yell to go something like this:

"Say it loud, say it low!
Come on, gang, let's go!"



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News Notes and Comments

American Education Week

The twenty-fifth annual observance of American Education Week will be celebrated November 11-17, 1945. The general theme is "Education to Promote the General Welfare." Major purpose of AEW is to enlighten the public regarding the needs, aims, and achievements of the schools.

Librarians, counselors, deans, teachers, school administrators, employment interviewers and vocational rehabilitation officers will be interested in "Best Books of 1944 on Occupational Information and Guidance," a new selection by Robert Hoppock, Kathleen Pendergast, and Elizabeth Rosso, just released by Occupational Index, Inc., at New York University, New York 3, New York.

Good But Not Perfect Gauge

Intelligence tests provide a valuable, but not a perfect, method for classifying an individual's mental ability in the Army, in business and industry, or in school, according to a majority of experts participating in an American Magazine poll on whether such tests are worthwhile.

Rural Communities Will Like This Play

"Back to the Farm," by Merline Shumway, has everything — strong appeal for education, fascinating plot and clever lines, abundance of both humor and pathos, attractive parts for all the cast, easy costumes and settings, no royalty charge, and copies at nominal cost. Cast calls for six boys and four girls. Price 10c per copy. Order from *School Activities*.

'Event of the Month' For High School Writers

A new writing competition — the "Event of the Month" — is offered to senior high school students by *Senior Scholastic* and *World Week* magazines.

Papers must be of not more than 1,000 words in length and should explain why the news "Event of the Month" selected is significant to the nation and the world.

Each month the first prize winner may select any book with a retail price of not over \$5.00 and in addition the prize-winning paper will be published in early issues of both magazines.

Papers on the "Event of the Month" must reach *Scholastic's* editorial offices, 220 East 42nd Street, New York 17, New York, by the 10th of the month. Thus papers on the event of September (anything that happens between September 1 and September 30, 1945) must reach *Scholastic* on or before October 10.

The three best papers selected each month will be eligible to compete for prizes in the Cur-

rent Events Division of the 1945-1946 Scholastic Writing Awards.

What Schools Can Do in the Victory Loan, October 29-December 8

Find out from your local War Finance Committee Chairman how the schools can help him.

Set a definite school quota, which will include purchases made through the school by pupils, teachers, and families and friends of the students.

After the quota is set, dramatize the total in terms of hospital equipment or hospital units.

Plan a definite and organized campaign to reach the quota.

Start the Drive with at least 90 per cent of the pupils active in the School Savings Program, and thus have the Minute Man Victory Flag flying.

Teach the basic facts about Victory Bonds and their importance during reconversion. Send this information home by some means such as the "Exam for Grown-ups."

Plan a Community Victory rally, play, or concert to launch or sustain the Victory Loan.—Education Section, War Finance Division, U. S. Treasury Department, Washington 25, D. C.

Do You Need a Speaker?

School Activities is in a position to put you in contact with suitable speakers for school functions that call for outside talent.

U. S. Treasury Department's School Savings Program

Two big objectives of the School Savings Program are:

(1) Completion of a campaign to finance one or more \$3,000 hospital units through school savings before Christmas vacation.

(2) Qualification by October 12 for the Treasury's School flag showing that at least 90 per cent of the students are saving regularly. A special "We Finished the Job" citation and insignia for school flags will be presented to schools which maintain their 90 per cent participation record during the winter and spring.

For further information, write Daniel Melcher, Director, War Finance Division, Washington 25, D. C.

Federal Tax Change

A change in the Federal Admission Tax has recently been announced, a change that will affect the tax on student season tickets to interschool affairs, athletic games and tournaments. The new regulation reads:

"Students admitted to affairs at, or conducted by, the school which they attend and students of schools competing in any athletic game or tournament, regardless of where held, if ad-

mitted at reduced rates are liable for tax on the reduced price."

Heretofore it has been necessary to assess the same federal tax on student tickets as upon adult tickets, regardless of the price, but now it is permissible to figure the tax on the price of the ticket, whether adult or student. It should be noticed, however, that this reduction in tax applies only to students of schools participating in the games or tournaments.

Another statement in the revised regulation provides that "coaches, members of a band and other persons admitted free to a place solely for the purpose of performing special duties in connection with the event are not liable for tax."

—*Kansas High School Activities Journal*

Dr. Laurence R. Campbell — known to *School Activities* readers for his excellent articles in the field of school journalism — is now Acting Dean of Syracuse University.

From Our Readers

Dear Dr. McKown:

I want to make a survey to determine to what extent teachers are paid for supervising or sponsoring extracurricular activities. There seems to be so little written on the subject. Do you know of any schools which have a regular schedule or plan for such remuneration? If so, will you tell me and also give me any other information which you have that would be pertinent to the subject?

LOUISE HETHERINGTON
Pittsburgh, Penna.

Can you give us and Miss Hetherington any information? Perhaps, also, an article. Pertinent articles are rare — very, very, rare.

Gentlemen:

The Library and also the pupils of the Edmundston High School are very interested in your magazine and what it has to offer.

Yours truly
JULIE ANNE LEVESQUE, Librarian
Edmundston, New Brunswick, Canada

Thanks, Canada!

A Student Sponsored Community Rink (Continued from page 61)

bulldozer, hired early in the fall to thoroughly level the ground, and whatever incidental labor we had been compelled to hire. The students themselves performed a variety of services in upkeep and supervision. The rink was closed two evenings a week for flooding. Music was provided for the skaters over a loud-speaker system installed by one of the students. However, since there is a church located across the street from the rink, the students agreed not to have music during the Sun-

day and mid-week services.

This project proved valuable in ways that are almost innumerable. Enthusiasm is contagious, and certainly the enthusiasm of the students permeated throughout the community. The school and community were working for a common good, and the people were beginning to recognize it. After a severe snow storm, many of the adults in the community would help clear off the snow. The place was in constant use, by youth and adults alike.

However, in my opinion, the greatest value of such a project is in that it enriches the lives of students. They learn how to co-operate and how to proceed in order to accomplish a purpose. They begin to feel the responsibility of community service. They learn sportsmanlike conduct, and democratic spirit. They also learned to give whatever type of service they were able to give.

Furthermore, a project initiated by students does much toward educating the people of a community about proper acceptance of public responsibility in matters recreational, educational, social, and economic.

ATTENTION

Schools, Colleges, Dramatic Departments and Clubs

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How We Do It

C. C. HARVEY, *Department Editor*

"HOW WE DO IT" IN BRITAIN FEATURED HERE THIS MONTH

An article published last year dealing with extracurricular practices in the schools of our English cousins (C. C. Harvey and H. C. Dent, "Extra-Curricular Activities in Schools of Great Britain," *School Activities*, XVI, December, 1944, pp. 123-24) received many favorable comments from readers. The interest and enthusiasm created by the article led to planning the department for this month to contain articles describing activity projects of twelve British schools.

For assistance in obtaining the contributions for the department this month, I am indebted to Miss Jeanne Marks of the British Information Service, 30 Rockefeller Plaza, New York 20, New York, who contacted the twelve schools through the British Ministry in London.

Miss Mark requests that in regard to the articles from two of the schools (those of Tollington Park Central School for Girls and Loughborough Central School for Boys) it be stated that while these are both London County Council Schools, the views expressed by the writers (in both cases the head teachers) are not necessarily the views of the L.C.C.

The other article published in the department this month describes a project sponsored by the English Speaking Union. This project, designed to encourage correspondence between school children of the United States and Britain, should be of interest to those who desire to learn more about schools of Britain.—C.C.H.

SHREWSBURY SCHOOL FOR BOYS

Shrewsbury School has a full list of extracurricular activities. The Debating Society was founded in 1877 and has had an unbroken life since that date. It meets once a fortnight during the two Winter Terms, with a senior boy as its elected president, to discuss all manner of topics, serious and frivolous. All the formalities of debate are punctiliously observed, enlivened by a good deal of forthright humor and many personal and topical allusions.

The *Darwin Society*, named after Charles Darwin, author of "The Origin of Species," who attended the School from 1818 to 1825, is the scientific society, with sections for Ornithology, Botany, Photography, and Engineering. There are regular exhibitions of the work of its members.

The *Halifax Society* commemorates George Halifax, first Marquis of Halifax, "The Trimmer," a member of the School in the seventeenth century. Each year it selects for special study a particular period of English history, and its members read papers in turn on various aspects—social, literary, religious, economic, political—of the chosen period. At the end of the year

some distinguished visitor rounds off the year's study with a formal lecture.

The 1918 Society was founded in that year to study outstanding problems of the day. It finds plenty of work nowadays with new developments to discuss in education, politics, social conditions, and international affairs.

The *Forum Club* requires groups of members to engage in project work, chiefly on sociological and political questions of the present day.

The *Musical Society* holds meetings on Sunday evenings, when the members play chamber music or listen to soloists.

The *Enigma Club* is a junior brother of the Musical Society, confined to boys under sixteen. There are also a School Orchestra, a Chapel Choir, and a Concert Choir.

The *Dramatic Society* performs two plays each year, ranging from Shakespeare to A. A. Milne: a master is producer, but all the parts are taken by boys. Last, but by no means least, the Junior Training Corps has a large and vigorous Brass Band.

The School manages to find plenty to do in addition to its classroom work and its normal athletic program.—J. F. WOLFENDEN, Headmaster.

TOLLINGTON PARK CENTRAL SCHOOL FOR GIRLS, LONDON

This school of some three hundred girls, aged 11 to 16, is run on the principle that all its work should be done "with laughter and kind faces": but outside the common round, we add to the interest and gaiety of school life by giving at every opportunity, for the delectation of ourselves and, occasionally, of parents and friends; the war has, alas, greatly curtailed our scope—dramatic performances in which the whole school take a share.

The last day of the term is usually given up to these shows, and it would be difficult to say which is productive of greater delight, their preparation during the term or presentation on "the day." The Staff give help if and when required; a good deal as a rule to the younger groups, little or none to the older; and the items vary from an acted ballad to a one-act play. The latter may be a well known "classic" — Galsworthy's "The Little Man", Houghton's "The Dear Departed", Monkhouse's "The Grand Cham's Diamond" have been favorites — or as often happens, this feature is written by one of the older pupils themselves.

We are in a "blitzed" city and were an "emergency mixed" school from 1940 to 1944. The dramatic productions excelled themselves under these conditions.

Certain occasions during the year, such as our celebration of Shakespeare Day and of "Le Quatorze Juillet," call for work of special character and quality. All pupils again take part, either as players or as singers, but the mistresses

responsible for English literature, Music, and French take general charge of these events. Our last Shakespeare Day, typical of each year's celebration, opened with a brief address by the Headmistress and Matthew Arnold's sonnet, "Shakespeare," spoken by the Head Prefect; scenes and songs followed from "A Midsummer Night's Dream", "The Merchant of Venice", "Julius Caesar", "Twelfth Night" and "Henry V", and the ceremony concluded with Parry's setting of the famous lines from "Richard II", sung by us all.

For the past three years, a very able French pupil has been Mistress of Ceremonies for our celebration of "Le Quatorze Juillet", in which French is exclusively spoken. She has taken entire charge of the program, giving both opening remarks and a suitable introduction to each of its items, which have included dramatized fables from La Fontaine, folk songs, of which "Ma Normandie" and "En Passant par la Lorraine" are prime favorites, and short plays or scenes, such as "La Femme Muette", "Charlotte Corday" and "La Poseuse", the whole ending, of course, with "La Marseillaise."

Old scholars frequently assure us that, whatever they may have forgotten, every detail of our "shows" is vividly remembered!"—MISS LAURA BRANSOM, Head Mistress.

THE LOUGHBOROUGH CENTRAL SCHOOL FOR BOYS, LONDON S.W.

The present-day emphasis on extracurricular activities has brought great benefits to school life, arising as it does, from the broader and more liberal conception of both the means and the end of education.

At my School these activities began with games, and especially with football and cricket, played, as a rule, on Saturday mornings during the term. School leagues have been organized, and these compete for shields and medals.

Visits to places of historical interest are a fine feature of school life. In London we enjoy unrivaled advantages. Our children not only visit the "sights," known the world over, — The Tower, The British Museum, The Houses of Parliament and Westminster Abbey — but also those places from which they can trace the growth of their great city. They walk along the Victoria Embankment, fascinated by the Thames — our liquid history — and appreciate its majestic sweep, first to the North and then to the East. The Tower and the Abbey are their favorites, a preference shared by the thousands of Service visitors from the British Commonwealth and the United States.

Commercial and industrial undertakings are also visited and provide material to supplement and illustrate the lessons given in school.

The drama makes a wide appeal. Theatre parties are organized. To the Old Vic theatre in Waterloo Road, thousands of young Londoners have flocked for their introduction to the plays of Shakespeare.

Nor are the musically-minded neglected. Dis-

trict choirs are formed of children selected from a score and more of schools, and the concerts they give are as ambitious in range as they are well received. The children also attend specially arranged concerts and are thus early initiated into the appreciation of good music.

An important development of the educational visit is the school journey. Before the war, we organized many journeys to France, where the children and teachers stayed for two weeks. Always welcomed by the French, our young enjoyed the excitement of living in a foreign country, eating and drinking (more or less) according to local custom, and speaking, on all occasions, their best versions of the French language. Similar journeys were also made, often during term, to places in the homeland. When the war is over, we may look forward to a great extension of this movement. The war-time evacuation of schools, exposed to air attack, has had the advantage of giving to city children a friendly familiarity with the rural regions of their own country.—J. A. BURTON, Headmaster.

NEWPORT HIGH SCHOOL FOR GIRLS MONMOUTHSHIRE

Membership of the Drama Club is open to the Upper School. A committee is elected by the girls, and the Club meets four times in the Autumn Term — one meeting in conjunction with the Musical Society is devoted to a Gilbert and Sullivan opera — and twice in the Spring Term. The parts are read by the more experienced members, with a sprinkling of newcomers who thus gain experience. Books are obtained from the library of the British Drama League to which an annual subscription is paid. The readings are in costume (however approximate and homemade) in the School Hall, with a background of screens and a minimum of furniture and properties. The plays vary in type (although, in war-time emphasis has been on comedy) and include (a) Shakespeare, Sheridan, etc.; (b) Greek and Morality Plays; (c) Modern — Shaw, A. A. Milne, etc.

The Musical Society encourages the girls to make music. Meetings are arranged by an elected committee, and a small annual subscription is charged. Gramophone records are bought with the subscriptions. Papers on composers and periods of music are read by the girls and illustrated on the piano. There are two short Music Assemblies each week, three Lecture Concerts a year under the auspices of the National Council of Music, and occasionally a Celebrity Concert. The School has a small orchestra.

The International Club holds meetings and discussion groups. A discussion on Dumbarton Oaks took place at one meeting, and at another six girls who were entering for an essay competition on the work of Lord Davies of Llandinam for International Security held a "Brains Trust."

There are 351 members of the School Branch of the League of Nations Union. Help has been given to the funds for Aid to Russia, Aid to China, Polish Children's Rescue, the Interna-

tional Red Cross, Prisoners of War, and for the rebuilding of bombed schools in Europe. Sixth Form girls are joining a correspondence club promoted by the Polish Agency, and many other girls are now renewing correspondence with France and North Africa.

The School maintains a cot in the children's ward of the local hospital. The War Savings Association flourishes; £10,510 (\$42,040) was saved during "Wings for Victory" week. Visits are paid to industrial works in the district, and matches are played with other games teams.

The members of the School Council attend the meetings of the Newport Town Council and report on the proceedings to the Sixth Form, thus preparing them for their responsibilities as citizens of the future.—MISS G. K. HORSER, Headmistress.

ROYAL GRAMMAR SCHOOL FOR BOYS GUILDFORD, SURREY

At the Royal Grammar School, Guildford, clubs and societies frequently come into existence, flourish for a time, and then disappear, to be replaced by others which seem to answer better the needs of the moment. However, a few surviving changes of taste and fashion command more than a passing allegiance.

The Debating Society meets after school once a fortnight. It discusses literary, social, political, and economic subjects, and is entitled to range over almost the whole field of human activity. Religion is the only subject which it may not drag into the arena of debate. Recently the Society discussed the British Government's policy in Greece, and, after a very full and fair discussion, decided to support the Prime Minister. On another occasion, two boys who were to argue that Bernard Shaw is the greatest living English Man-of-Letters wrote to ask him whether he thought this was true, adding that after reading some of his books in the School Library they had begun to doubt it. The great man sent them a letter in which he said that no final judgment on this was likely for another two centuries. He suggested, instead, the notion that Bernard Shaw is one of the best half-dozen dramatists practicing in Europe today. The boys were staggered by his modesty.

The Music Society also meets once a fortnight. The School has one or two good singers, and some fairly accomplished executant musicians among the Masters and boys, and a love of music seems to be widespread. Often a recital by school performers or a short concert on gramophone records is made more interesting by a talk from some one who can explain the finer points to the uninitiated enthusiast. A rival society, devoted to swing music, enjoyed a brief popularity, and not long ago it challenged the Music Society to a joint session, at which the works of classical composers were played alternately with some of swing music's triumphs.

The Dramatic Society used to give public performances of plays by Shakespeare and other dramatists; owing to the war, it has been forced to become a play-reading society. The Philatel-

ic Society feels that its members are connoisseurs and would scorn to call itself simply "The Stamp Club." A few boys have a good knowledge of stamps, especially within the British Empire. Chess is also very popular at school, and on two or three occasions our best player has been British Boy Chess Champion. Boxing and shooting, too, have many followers, and, as a result of successes in rifle shooting, there are few boys who do not hope to be chosen one day for the School Shooting VIII.

All these activities are quite voluntary, are, for the most part, controlled by the boys themselves and take place outside normal school hours.—J. F. BURNS, Assistant Master.

ST. PAUL'S SCHOOL FOR BOYS (LONDON) EVACUATED TO WOKINGHAM, BERKS.

A school cannot live by work alone; it must have other activities to broaden its outlook and fit its pupils for the school of life. This school in wartime is almost overconscious of its military organizations; the khaki of the Junior Training Corps and the light blue of the Air Training Corps are now seen everywhere in the school. Clothing coupons have bounded out the regular black suit, and all sorts and conditions of clothes are worn by the boys.

The major sports of St. Paul's in evacuation are cricket, rugger, and boxing. All who are medically fit take some part in sport. The school

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has a tradition of twenty years standing of good boxing, and the first team has an almost unbroken run of victories. Since the war, University teams, Officers' Cadet Training units, and Army Training teams have tried their hands in the ring against Paulines, and the count has often gone against them. Other sports that flourish are rowing, athletics, squash, fencing, tennis, and swimming. Under evacuation conditions the range of activity is necessarily limited, and transport difficulties prevent traveling a long distance for matches, but they still play a vital part in the life of the school.

The other sphere of extracurricular work is that of the school society. The scientist has the Physical Society and the Field Club; both have outside lecturers, give their own lectures, and hold an annual tea. The Christian Union and the Crusaders carry high the light of religion; and the Union Society, the oldest debating society of any school in England, can still raise in friendly opposition that of humanism. Two famous Old Paulines have societies founded in their names: the Milton Society is a senior literary and dramatic society, and the Chesterton Society, started by G. K. C. himself while he was at school, is a junior debating society. The Musical Society is suffering an eclipse, owing to wartime difficulties in obtaining accommodation. The Essay Society is a society of masters and boys at which papers are read and discussed. The Chess Club has a following of enthusiasts; and most popular of all is the Film Society. The short-lived Dancing Club was driven out through want of time for it.—WALTER F. OAKSHOT, High Master. (Based on an essay by a pupil, J. B. Thompson, 16.)

MANCHESTER GRAMMAR SCHOOL FOR BOYS

At the Manchester Grammar School we have a high academic reputation, but always the policy is pursued of fostering co-operative effort by encouraging every healthy activity outside the classroom.

On a large teaching staff there is always some master who is qualified and ready to identify himself with a new interest.

Every boy joins in the school games. In winter he has the choice of Rugby Football, Association Football, or Lacrosse; from each of these three games a number of teams are chosen to play outside opponents. In summer all boys play cricket, but the older have the alternative of tennis. The covered swimming bath is open all the year round. Every boy learns to swim, and there are competitions and a polo team.

We have, of course, our Dramatic Society, which produces Shakespeare, Shaw, Barry, etc. We are fortunate in possessing our own theatre with excellent lighting. There are three Debating Societies, Senior, Middle and Junior; it is the custom to invite outside speakers frequently to the Senior Society, to open the debate on some current topic. There is a school orchestra and

choir, and for many years before the war it was our custom to present annually in concert version one of the Gilbert and Sullivan operas. During the dinner interval, there are piano and violin recitals, and after school, programs of gramophone music presented by some senior boy.

There are four Scout troops, in each of which a master acts as Scoutmaster, a Natural History Society, and a Photographic Society.

The school has established in one of the less fortunate districts of Manchester a Lads' Club, called the "Hugh Oldham Club" in memory of the school founder. The Club is officered by former pupils of the School and senior boys, and the School helps by making an annual collection on its behalf: for the past few years this has exceeded £900 (\$3,600) annually.

The most notable extracurricular activity is the School's trekking and camping. This was started some forty years ago and grew rapidly. In the Whitsun and Summer holidays, many parties of boys, each with a master, or masters, in charge, go under canvas in various parts of great Britain. Each party has its own equipment and is entirely self-supporting. During the war these camps have become, of course, working camps for forestry, harvesting, pea-picking, etc. A still more popular form of camping before the war was the trek. Some seventy boys with about ten masters would go to Europe annually and enjoy a week tramp on an arranged route, carrying their sleeping tents and all necessary cooking equipment. The Tyrol, Finland, the Dolomites, the Pyrenees and other places were repeatedly visited, and the inclusive cost was only about £10 (\$40.00). Incidentally, the School had a permanent camp on a site a few miles outside Manchester, where boys went for holidays and week ends. This was destroyed by a German bomb, but money is already being collected to rebuild it on a larger scale.

There remains one further activity which the war has brought into being. The School has a Squadron — officered entirely by masters — of the Air Training Corps. Here boys get their first training for the stern duties that lie ahead.—DOUGLAS MILLER, Headmaster.

OXFORD HIGH SCHOOL FOR GIRLS

The exceptional opportunities afforded by the city of Oxford are sometimes apt to blur the distinction between what is in the curriculum and what is extraneous; for instance, a history class may make the Museum its rendezvous, for expeditions which, perhaps, in less happily situated places, might need architectural clubs, or scientific societies. Similarly the University arranges Sixth Form Talks and Cercles Litteraires which replace a French club.

This is not to say, however, that there are no really extracurricular activities. A community whose members cease to band themselves together into voluntary groups is doomed, and indeed our activities are legion. On the cultural

side, there is the Literary and Debating Society, which sponsors brain trusts, literary diversions, and papers read by members, and invites an outside speaker from time to time. The Musical Society provides its own concerts alternately with professional entertainments, while the Gramophone Club frequently digests its dinner over a recorded symphony. In the dinner-hour too, a small band initiated itself into the first mysteries of the Russian language last year. School plays are, of course, produced by the staff, but occasionally the Sixth Form produce a play on their own; recently they have done *Richard II*. Indeed any form is apt to produce, and even write, a play on almost any pretext and with varying artistic success. Perhaps this keenness is in part due to our annual Shakespeare Competition, a contest between the four School Clubs, judged by an outside expert. Another Club Competition, held in the summer, sends juniors and seniors ranging over the countryside collecting wild flowers, which they then label and classify.

We have always been keenly conscious of our duty as citizens to investigate the machinery of government, and are now more than ever anxious to take what part we can in re-planning. Before the war, an arrangement known as "Civics Saturday" threw open the Council Chamber, the Law Courts, the prison, and the various departments of municipal authority to senior pupils from Oxford schools. Last year, a Town Planning Exhibition led to a fierce interest in the future shape of Oxford, and a solemn pilgrimage to the proposed site for a new road. On another occasion, when a certain narrow street was condemned, two girls investigated the problem, ascertaining from the inhabitants whether life was really unendurable behind the picturesque facade. Opportunities to discuss broader issues are offered to some seniors who attend London conferences of the Council for World Citizenship, or the Sunday conference which the Student Christian Movement frequently holds in Oxford.

There are also many ways in which we try to be of immediate service to the community. Our Guild of Service is fifty years old; all the girls are members of it, and it embodies a wide variety of activities. It organizes a sale every year and distributes the proceeds among its own list of deserving causes; it also knits for the Forces. A subdivision of it, the War Service Committee, run entirely by the girls, has organized collections of clothes, rosehips, books, and much else; it has provided messengers for the Women's Voluntary Service every Saturday morning,

sponsored the Red Cross Penny-a-Week Fund, kept up a regular correspondence with our adopted ship, helped at play-centers during the holidays, and despatched vast sums of money into National Savings. Large parties from School have also spent part of their summer holidays at potato-lifting camps, while the flourishing Girl Guide Company is prepared for anything, as Guides always are.

WINCHESTER COLLEGE FOR BOYS

We have at Winchester College a large number of outside activities; indeed a great part of the educational work of the School is done in these clubs and societies, in which boys can follow out their own interests and hobbies, doing the necessary organization for themselves. As a rule a member of the Staff is attached to each of these bodies. But the control exercised is light-handed, and the programs of the societies are in effect in the hands of the boys themselves.

The Essay Society is composed of the senior boys from each of the sides into which the work of the School is divided; they meet three or four times a term, one member reading a paper, and a discussion following. There has been a Shakespeare Society for fifty years or more that meets three times a term and reads Shakespeare, or occasionally a modern play, with a short introductory paper on the play read. Now and then a play is acted. The Debating Society meets once

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a fortnight. The Natural History Society, which before the war used to publish reports of its proceedings, studies the fauna and flora of the neighborhood and spends afternoons on expeditions; they also have the care of a nature reserve adjoining the school grounds where birds are encouraged to nest. The Archaeological Society organizes expeditions and holds regular meetings for the reading of papers; they have published several books made up of contributions from members on the history and architecture of the school buildings and also of the City of Winchester. Music is represented in this list by a body calling itself "Glee Club" although the range is not confined to the singing of glees. Each year the club gives two concerts, one on a small scale for the School, and the other a combined performance with the City Music Club in the Cathedral. The works rendered in the last three years have been Brahms' Requiem, Bach's Mass in B Minor, and Beethoven's Mass in D. The School Orchestra works with the Club on all these occasions.

In addition to these, there are a number of minor societies — the Film Society, the Stamp Club, the Spotters' Club (very popular among boys of all ages, giving them practice in the identification of various types of aircraft), Photographic Society, Portrait Club, Fishing Club, Bookbinding Club, Handicraft, and so forth. I have not included in this list activities which belong rather to games — e.g. Boat Club for those who want to row, Rackets Club, Tennis Club, and the boxing and fencing groups. These are in addition to the ordinary games and sports of the place, cricket, football, swimming, etc. The larger number of these bodies are at work all the year round, and between them they present a considerable volume of valuable activity.—REV. CANON SPENCER, Leeson, Headmaster.

A PEOPLE'S COLLEGE ESSEX TECHNICAL COLLEGE WALTHAMSTOW

The South-West Essex Technical College, one of many such scattered over Britain, was opened in 1939. Its present enrollment is over 9,000 and it provides for the needs of both full-time day students and part-time evening and week end students over the age of sixteen. The training offered by the college is mainly technical and professional — science, engineering, economics, commerce, industry.

Training for leisure, as well as training for vocation, is one of the aims of the college. It is perhaps in the non-vocational and recreational activities of the college that the influence of modern educational ideas is seen to best advantage.

It is our desire that the College shall become one great educational and recreational community center where men and women, girls and boys shall meet in their leisure time for the purpose of engaging in matters of common interest, thereby securing the fullest opportunity for self-

expression. Classes in the art of reading and writing, internal affairs, the drama, social and political theory, psychology, and religion have been specially designed with this end in view. To these may be added public speaking (including rhetorics), the operatic and dramatic societies, the orchestra, and pionaforte lessons.

Languages are regarded as an important asset for those who may travel one day, either for pleasure or in the course of their work. The conversational, rather than the grammatical, aspect of the languages is admirable recreation.

In these days physical fitness is rightly regarded as of primary importance. Gymnastics, boxing, "keep-fit", swimming, and country dancing clubs are most popular.

The corporate life of the College is fostered by the activities of the Students' Union. All students belong; numerous athletic clubs are arranged both for indoor and outdoor sports. Social functions, too, come under the aegis of the Union, and these are particularly aimed at bringing about that personal contact among the members which is so essential in great community centers.—DR. H. LOWERY, Principal.

THE MOUNT SCHOOL FOR GIRLS, YORK

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controlled by that body. Out-of-school activities have always been conducted jointly by the staff and girls. There has always been an interest in Social and International affairs.

Many handicrafts are practised, such as needlework, weaving, and pottery modelling in clay and stone. Knitting of garments for Russia, Holland, and France is very popular at present. For those interested in nursing there is First Aid, in preparation for recognized certificates. Among the physical activities mention must be made of dancing and skipping events, tournaments in hockey, tennis, and swimming. In the last-named many qualify for Life-saving Medals and help to train younger girls.

The Literary Society meets to discuss original composition, sometimes with another school, and a manuscript illustrated school magazine is produced annually. The Dramatic Society produces several plays annually, and a Dictation Competition is held which includes Choral Speaking. Artists have the Sketching Club. The Archaeological Society has a happy hunting-ground in York City with its Roman remains, Churches, and Minster. There is a Music Society and a mixed inter-school choir. Each term a different composer is studied.

Yet another group discusses Social and International Affairs. Then, each year, the lower forms suspend lessons for a week for "Civics", when instruction is given in Local Government, with illustrative excursions. The older girls, at week end schools, consider problems of the day, such as "Unemployment" or "Planned Society." Interest in U.S.S.R. has stimulated several to take a two year course in Russian. The Scientific Society has sections for the study of Astronomy and the various branches of Natural History. It also encourages bee-keepers, and there is an observation hive. Geological excursions are under the aegis of the Geographical Society, and stimulus is given to philosophical inquiry by participation in "Religion and Life" and "Discussion" groups outside. Some study comparative Religion, and there is a small Philosophical Society.

These out-of-school activities were recently systematized into a "Guild of Service" with a "Probationers" Section. A variety of possible qualifications was set under five headings: Practical, Physical, Creative, Social and International, Scientific, and Philosophical. For the probationer, three stars (the mark of qualification) must be gained in each group, and, for the full Guild, a ribbon (an award instituted in 1916) in one branch of each group. At present, qualified members receive a booklet and ribbons, but when the Guild has had time to establish itself on a peace-time basis it is hoped to arrange for fully-qualified members to use and extend their knowledge in Britain and abroad.—Miss NIGHTINGALE, Headmistress.

SHERBORNE SCHOOL FOR GIRLS, DORSET

One of the chief advantages of boarding-school life is that there is time for activities which are not a regular part of the school timetable.

Since 1939, much of this time has naturally been given to war work of different kinds. The girls knit garments for the troops and last autumn made toys for children in the occupied countries of Europe. When they are needed, they help local farmers to weed their fields and to pick and sort their crops. The last three years a number have spent a fortnight of their summer holidays picking flax. As there is a shortage of servants, the girls sometimes help in the domestic work of their boarding-houses, and, in school, sweep and dust their form-rooms.

The school, in conjunction with the town of Sherborne, runs a branch of Britain's National Training Corps for Girls, which aims at preparing cadets for entering the women's services and at the same time, by giving them training in citizenship, handicrafts, and hygiene, makes them ready to take up the responsibilities of civil life after the war.

The girls are greatly interested in the drama. The school dramatic society, under the leadership of the Headmistress, Miss Stuart, performs a play every summer at the annual commemoration of the founding of the school. Two notable productions in recent years were Bernard Shaw's "Saint Joan", and Miss Dorothy Sayers' "The Zeal of Thy House." The school gives a nativity play every Christmas, and last Easter term performed, as a "shadow-play", scenes from Miss Sayers' dramatization of the gospel story, "The Man Born to be King." All the school "houses" hold play-readings, and every year one of them

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produces a play for public performance. Many of the girls who go on to the Universities keep up their dramatic work; they join college dramatic societies and sometimes write and produce their own plays.

A school magazine is produced every year (before the war, every term). This contains original poems and drawings as well as a full record of school activities: examination and sports results, reviews of lectures, plays and concerts, and interesting news from those who have left school.

Most of the girls are interested in music. They attend musical appreciation, singing, and orchestral classes and have the reputation of being intelligent and appreciative listeners to the concerts by well-known artists arranged for them twice a term. In their own houses they often have community singing and listen to good music on gramophone records and broadcast concerts.

About twice a term we have a "Parliament." The Headmistress acts as the Speaker of the House of Commons, and a shortened version of a recent Parliamentary debate is given by the Sixth Form, sometimes helped by the staff. Lecturers come to speak on contemporary events, conditions in foreign countries, art and literature. A recent lecturer was from the U.S.A. The Sixth Form are given a year's course in world history since 1919, which is designed to provide a background for modern political developments. Those studying scientific subjects have just formed a science club for discussions and talks.

Through these activities, the girls keep in touch with a world at war, and at the same time prepare for the duties and pursuits of peace.—MARGARET A. BEESE, Assistant Mistress.

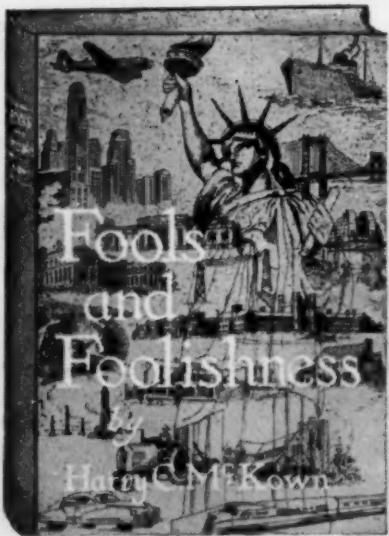
PEN FRIEND'S CLUB

During the summer of 1940, when the children of Great Britain, who had been bombed, received gifts of clothing from America, they naturally wished to express their appreciation to their American friends. Many hundreds of them wrote letters to the people who had sent them new clothing and asked for the names of American children to whom they could write.

From this spontaneous expression of thanks, a large and lasting correspondence between these children and those of the United States has sprung up. For the past four years the English-Speaking Union of the United States, an organization which for twenty-five years has worked to promote understanding between this country and all other English-speaking countries, has been carrying on a Pen Friend's Club. During the last year more than ten thousand children in each country wrote to each other through this Club.

Sometimes forty or fifty letters arrive in a package from a school in England. These are divided into several different groups and sent to schools in different parts of the United States, so that when the children in an English school

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hear from their American friends, they get a picture, not of one part of the country, but a composite picture showing the differences which exist in our vast land. Thousands of letters come from individual children in England and are sent to American children who have written in asking for a "pen-pal."

Once the correspondence is started, the English-Speaking Union has at present time no control, nor does it attempt any method of following up these many correspondents. Some letters go astray, some children tire, and possibly some run out of ideas for their letters and fail to write of the things which would be most interesting to their British friends.

Plans are being considered whereby subjects can be suggested which are known to be of interest to children in the various countries. It would be extremely undesirable to make this friendly and spontaneous plan become an effort or a schoolroom task. At the same time the description of an American circus or Rodeo would be very unique and interesting to a British child, while a description of a gymkhana, horse show, or country fair would be equally interesting to an American child.

School groups which are willing to co-operate in a plan of this kind could be very useful in helping to suggest topics for letters and maintaining interest. Inquiries regarding the Pen Friend's Club should be addressed to: The English-Speaking Union, 19 East 54th Street, New York 22, New York.—MRS. W. HENRY FRANCE, General Secretary, The English-Speaking Union of the United States.

An Experiment in Puppetry (Continued from page 64)

stage was constructed for him. We found a large box that had once contained paper towels. It was about one yard long, almost as high, and about a foot deep. The boys took it to the woodwork shop, where they were assisted in cutting out a very good proscenium arch and in reinforcing the weak places in the cardboard with strips of wood. Finally they gave the stage a coat of black paint, and soon after, it was ready for the curtains and stage sets. Among the bits of material which had been brought to school were two pieces of soft black velvet which served admirably for curtains. The sets were very simple. One scene represented the interior of Darius's workshop in the barn; another showed a bedroom, for which the boys made a shoebox bed outfitted with a pillow and a patchwork quilt; and a third set was the yard outside the barn and was to be the scene of our hero's disastrous flight.

The stage was set up on the teacher's desk, with a screen on either side and one

above to conceal the operators. Light was provided by an electric bulb suspended above the stage. An audience was invited, the room was darkened, the reader gave the prologue, the curtains parted, and Darius performed. As the "streamlined" version of the poem was recited, the hero successively drove off his inquisitive window-peeping brothers, pretended to be ill in bed when they urged him to go with them to a merrymaking, and then appeared equipped with the wings, that the boys had cut from tin cans, and wearing on his head a tin can helmet. The climax came when he tumbled from the roof of the barn into the paper shrubbery of the yard, amid a great clatter produced by the rattling of a sheet of tin behind the scenes.

The whole project had been simple and spontaneous, and had cost almost nothing, but both the process of construction and the results had been most satisfying to the boys who had done the work, from needle and thread to hammer and nails.

If we gave a bit more attention to Juvenile or Youthful Excellency, we would have less Juvenile Delinquency.—Editorial in *Youth Leaders Digest*.

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(Continued from page 54)

of 3,000 were needed. We were forced to purchase these much needed guns from France and Great Britain. In other words, the United States was forced to mark time in World War I until our armies were prepared and equipped, thus losing several costly and valuable years in needless warfare. In World War II we had one year to prepare before Pearl Harbor. Even with this time, we were hopelessly unprepared when the attack upon our territory actually came. The affirmative feels that the importance of the United States in world affairs will not allow us to be caught in the position that faced the nation in 1917 and 1941.

Editor's Note: Harold E. Gibson's second article of this series will be published next month.

Comedy Cues

Sweet Young Thing: "My, what a large skating rink!"

Manager: "Yeah. It has a seating capacity of 5,000."

STRETCHED A BIT

C Card Driver: "Hi, Mabel, where did you get the new red-wall tires?"

A Card Driver: "Foolish boy, those are the tubes!"—*Balance Sheet*.

Californian: "In my state we can grow a tree the size of that one in a year. How long did it take you to grow that one?"

Floridan: "I can't say for sure, but I didn't see that one there yesterday."

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"How many commandments are here?" the Sunday School teacher inquired.

"Ten," was the prompt and pleasing reply of the whole class.

"That's right; now what would happen if you broke one?"

As the class puzzled over sundry dire consequences of such an act, Raymond raised his hand timidly.

"Yes, Raymond."

"I think there would be just nine left."

—*Minnesota Journal of Education*

EPITAPH

Bob Johnson lies beneath this lid.
He always claimed he couldn't skid.
The fact remains he could — and did.

—*Idaho Journal of Education*

CONSCIOUS OF IT

Hard boiled captain: "Your name?"
Timid private: "Jones, sir."
Captain: "Your age?"
Private: "Twenty-four, sir."
Captain: "Your rank?"
Private: "I know it, sir."

—*Texas Outlook*

ONE OF A KIND

The small boy had just started to school, and after a week he said: "Mummy, teacher asked me all about you and daddy and if I had any brothers and sisters."

"I'm glad to see her taking so much interest," replied the mother. "What did you tell her?"

"I said I was an only child."

"And what did she say to that?" asked the mother?

"Oh, just 'thank heaven.'"

—*Journal of Education*

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